

Donald L. Bourvert

LOYOLA LIBRARIES

72-73



a STUDENT VIEWPOINT



Summer Research Projects
1972-73



LOYOLA
OF MONTREAL
STUDENTS'
ASSOCIATION
ASSOCIATION
DES ETUDIANTS
DE LOYOLA
DE MONTREAL
INCORPORATED
1966
(514) 482-9280
6931 SHERBROOKE
STREET WEST,
MONTREAL 262,
CANADA

LOYOLA'S LIBRARIES:

A STUDENT VIEWPOINT

LOYOLA STUDENTS' ASSOCIATION

SUMMER RESEARCH PROJECT

ACKNOWLEDGEMENTS

The author of this report is deeply indebted, first to the Loyola Students' Association for originating this project and supplying the bulk of the funds; to the Administration of Loyola College for providing their advice as well as funds; then the staff at all levels at Vanier Library for their assistance and cooperation; and faculty and students, without whose help this report would never have been completed.

The cover was designed by Margit Boronkay.

respectfully submitted,

Rick Walsh,

21 November, 1972

TABLE OF CONTENTS

	<u>PAGE</u>
INSTRUCTIONAL MEDIA CENTRE	1
ADMINISTRATIVE ORGANIZATION	36
COLLECTION DEVELOPMENT SERVICES	40 b
READERS' SERVICES AND USE	42
PHYSICAL FACILITIES	49
STUDENT AND FACULTY VIEWS ON LIBRARY SERVICE	53
FINANCIAL SUPPORT	55
RESOURCES FOR STUDY AND RESEARCH	56
BIBLIOGRAPHY	60

INSTRUCTIONAL MEDIA CENTRE

INTRODUCTION:

The modern college library differs from the college library of only a few years ago in several important ways. Often the staff is larger and almost always better-trained. College library quarters have become roomier, airier, and brighter. But the greatest change has come in the variety of materials added to what used to be largely a collection of books, with some periodicals, mounted pictures and pamphlets.

Today's college library uses any material that will record information of value to students and faculty. The range of these materials is almost endless, and new ways of recording and recovering information are constantly being developed and added to the college library.

It is this ever-growing variety of instructional materials that has brought so many of the changes that characterize the college library of today. This diversity of materials has emphasized the need for larger, more spacious quarters; for special facilities such as preview rooms and listening booths; for space to store materials in a dozen different shapes and sizes. It has stressed the need for better-trained librarians, for men and women familiar with films and film-strips and recordings, as well as books and pamphlets. Librarians interested in using these new materials, and in discovering ways of making them more

valuable to faculty and students, have welcomed the challenge.

These materials - their use, variety, the new types of service they have introduced - are the key to the changes which have taken place in the college library in the last decade. A number of names have been used to describe the modern college library, and all of them place an emphasis on the past these new materials have played in altering the traditional school library.

The problem of what to call the college library, now that it handles so many different kinds of materials, has caused some confusion. The number of names now in use has become something of a joke. Underlying the various titles used to describe the new college library is the attempt to suggest that the library today is much more than a collection of printed materials. So it has been called a learning centre, a resource centre, a materials centre, or a combination of these, such as 'resource materials centre', or an educational resource centre. Whatever title is used, it is designed to suggest two things: that the library contains a multiplicity of instructional materials, and that it is the centre of the college and its educational programme. These, of course, are the important points. The name is significant only because it suggests a vital concept. And many who accept the concept are content to go on calling it the library.

REASONING BEHIND THE IMC:

The growth of the instructional materials centre has come as the result of several developments. One is the explosion of knowledge, along with the technological revolution. The rapid growth of knowledge has made it necessary for students to master more information than ever before. The need to learn more, and to learn better, has emphasized the fact that the printed word is not the only, or sometimes even the best, way of presenting this information.

Certain facts can be presented better in a recording or a film than they can in a book. The song of a meadow lark can be understood more immediately and more effectively through a recording than by notes on a printed page. The unfolding of a blossom or the approach of a storm can be studied more carefully with the aid of lapsed-time photography in a motion picture, than by any other means.

This is what the instructional media centre is trying to do. Its purpose is to make available to students the best way of acquiring all information. This philosophy places the emphasis on the knowledge to be acquired, whether it is a fact or a concept or an attitude, rather than the particular method of recording it.

The IMC also recognizes that some students learn better by hearing than by seeing; that some learn best by a combination of hearing and seeing, and that some prefer alternating methods. When the college library contained only printed materials, students did not have this choice.

Then the library had nothing to offer the student who wanted to acquire a working knowledge of a foreign language, and not simply a familiarity with its literary history.

Recently, new emphasis has been placed on individualized instruction. The college library has naturally played an important part in this effort to tailor instruction and learning to the needs of each individual student. It has responded by trying to make available more materials suitable to the needs of each student. The technological revolution has assisted the librarian in achieving this goal, for only within the last fifteen years have eight millimeter film strips, cartridge tape recorders, and special machines which combine sight and sound, like the Bell and Howell Language Master, become available. All of these are ideally suited for use by one student, pursuing his own programmes of instruction, and librarians have been quick to take advantage of them. These materials can be used in the library by students working alone, by students who need to hear or see information several times before they have mastered it, and by students studying a course or programme designed just for them.

The desire to individualize instruction has come at exactly the time when librarians were able to do something about it. Now they have the materials, and the machines necessary for projecting or playing back or duplicating them in the library. The need to create a special instructional programme for each student has encouraged librarians

to add many nonbook or nonprint materials to their collections.

Individualized instruction has not created the IMC, but it has been a great spur to it. It has given the old college library another push in this direction.

VARIETIES OF IMC'S:

The basic concept of the IMC is simple. It is a place where all kinds of media are used to help students acquire the information they need or want. But the kinds of places which have been created to do this vary greatly. They range from slightly modified traditional libraries, to which filmstrips and recordings and eight millimeter film loops have been added, to expensive, elaborate, and newly designed media centres.

It will be helpful to look at some of these variations in order to see what an IMC really is, and get some idea of what it will become in the years ahead. The difference between IMC's often depends on the amount of money that has been spent on machines and facilities for using nonbook materials. This will become increasingly apparent as we look at some of the latest developments.

At the simplest level there is the traditional college library which is now called an Instructional Materials Center. It is little different from what it was before. A few filmstrips and some disc or tape recordings have been added to the book collection, and that is about all. A visitor to this type of IMC would call it a library. He would recognize it immediately. In fact, he would find it difficult to understand why it is not still called a library. The shelves are filled with books. Students are seated at tables, reading, taking notes,

daydreaming. There is a special section for reference books, a circulation desk, a card catalog, and a workroom for the librarian.

But this is the beginning of the IMC, and this is how many college libraries have started their conversion.

The next step includes the addition of many more nonbook materials to the collection, with very few, if any, changes to the room itself. This is the situation in many colleges which sincerely desire an IMC but can not afford to construct a building especially designed for this purpose. In these libraries there may be thousands of filmstrips and records, hundreds of study prints or art reproductions, and scores of sets of transparencies and eight millimeter films. Libraries with such an abundance of materials usually have some facilities for using them. This may amount to nothing more than dividers on the tops of regular library tables, so that students can watch a single concept film or listen to a recording in some privacy and without disturbing other students using the library.

These libraries usually have enough equipment - record players, tape recorders, sets of headphones, motion picture and filmstrip projectors - to permit the use of all nonbook materials in the library. They also encourage their use in the classroom, and sometimes even at home. At this level, many libraries circulate materials for home use and often loan machines to go with them as well. Through their Project Discovery

schools, to be described later, Encyclopedia Britannica Films and Bell & Howell have shown that this is feasible. The purpose of their project was to discover what would happen if a school had an adequate supply of films and filmstrips and projectors to meet its needs. As a part of the project, students were permitted - and encouraged - to take home materials and equipment. The success of the plan in these pilot schools has stimulated other schools to try the same thing.

Sometimes special shelving has been built in these schools to house the new materials. Two points of view about the shelving of nonbook materials have developed as a result of these experiments. Some schools have decided that it would be best to shelve all materials together by subject, regardless of form - mixing books, films, filmstrips, and transparencies. This has the advantage of encouraging students to think first of the information they need, and only second of its form and the problems this may involve in projection or playback. The chief disadvantage of this approach is that it is so wasteful of space. Shelves must be wide enough and high enough to hold twelve-inch disc recordings. When the same shelves are used for eight-inch books, or one and one-half-inch filmstrip containers or six-inch loops, much space is wasted. This is not only expensive, but may limit the amount of material that can be housed in the IMC.

Some school libraries have sought to avoid this problem by placing all materials on open shelves, in a classified arrangement, but grouping materials together according to form. Thus books and filmstrips

and recordings on insects are all shelved together, with the books first, followed by the filmstrips, and last the recordings. This is less wasteful of shelf space but does bring all material on the same subject together on the shelves.

The alternative to integrating materials is to segregate them by form. When this policy is followed, filmstrips can be kept in cabinets, recordings can be stored in bins, and transparencies filed in pamphlet boxes. Each kind of material is classified, but space is not wasted by shelving odd shaped materials heterogeneously. This method of displaying materials is convenient when the library cannot afford to build special shelving.

Its chief drawback is that it forces students to look in several places for different materials on the same subject. Not only is this inconvenient, but it may cause the student to overlook items which would be of great value to him. When all materials on a subject are shelved together, he is less likely to miss something valuable simply because its form had made it necessary to file it in another place. Part of this difficulty can be overcome by integrating materials in the card catalog, so that students are reminded of all media when searching for a subject in the catalog. Help can also be given by a plentiful supply of signs, which call attention to the many resources of the IMC.

The important point is that all of these considerations emphasize the use of a broad assortment of educational materials in the

modern college library. Whether these materials are filed separately, to save space, or mixed together on the shelves, to prevent their being overlooked, the result is the same. They tell the student that the library has become an IMC and is no longer simply a collection of printed materials.

The most desirable arrangement is an area which was built to be an IMC. When this has been done, there is proper shelving for all types of materials, regardless of their shape or size. There are preview rooms for watching films and filmstrips. There are listening booths for hearing recordings. There are study carrels for students who desire privacy. There are adequate electrical outlets for many study stations, with headsets, television receivers, record players, and tape recorders.

It is this kind of resource center which least resembles a traditional library, either in appearance or the services it offers. One immediately recognizes it as something different. Beside preview rooms, listening booths, and study carrels, it may have conference rooms, television receivers for dial access information retrieval, and a divided card catalog. In Beverly Hills, California, all of these will be found in an elementary school library. Not all school libraries will ever imitate Beverly Hills, but as time goes on more and more of them will approximate this model.

NEW FACILITIES FOR THE IMC:

Since the purpose of the IMC is different from that of the conventional library, and since it offers different services, it requires new facilities. Some of these, such as preview rooms and listening booths and study carrels, have already been mentioned. But the difference between an IMC and a traditional library goes deeper than this. The new facilities it demands reflect a new approach, with emphasis on individualized instruction, and a fresh way of helping students learn.

One approach is to take advantage of materials in cartridge form. Besides being easy to use, cartridge films can be handled like books, with which the librarian is already thoroughly familiar. They are simple to shelve, convenient to circulate, almost fool proof to use, and ideal for packaging single concepts.

Corona del Mar High School, in Newport Beach, California, has adopted this solution, in an area which is part of the main library. With the aid of an NDEA Title III grant, the librarian has installed a variety of machines capable of using material in cartridge form. These include tape records; eight millimeter film projectors; filmstrip projectors; and Carousel slide projectors, which use drums much like cartridges. In addition, the study carrels in this area have tape recorders connected with a master tape deck in a room adjacent to the library and television receivers wired to a videotape recorder in the same room. The reels of audio and video tape are handled by a technician and have many of the

advantages of material in a cartridge.

This use of conveniently packaged information makes it possible for a clerk to check out the material to students, who can then play it back or project it on one of the machines. Cartridges, including filmstrips in containers which can be used in the projector, make it easy for students to view or listen to a lesson or story or lecture. The old difficulty of threading a film or a reel of audio tape is gone. The mechanical barrier between the student and the information he desires has been eliminated. It is as easy to pop an audio tape cartridge or an eight millimeter film loop in position as it is to insert a slice of bread in a toaster.

Filmstrips or recordings produced within the college can be used as readily as commercially prepared materials. It is as though the library could now print the books it needs. Even the traditional college library could never achieve this. Through the use of nonprint materials in cartridge form, the Corona del Mar High School has opened the door to any information which can be recorded visually or aurally. Its students have immediate access to whatever knowledge they require, regardless of how it has been preserved.

The new American Association of School Librarians 'Standards for School Media Programs (1969)' suggests that the facilities for the IMC may need to be more complex and elaborate than those which have been constructed to date. 'Standards' foresees the need for a main media center with auxiliary centers arranged by grade levels for large schools. However, it may be advisable to arrange the multiple centers

by subject areas - science, social studies, and language arts. In the Carlsbad Unified School District, in Carlsbad, California, these satellite libraries are called 'pods', and their collections follow the curriculum. Here we are dealing with what would be called departmental libraries in a college or university, and the purposes of the multiple media centers in the school are the same - to make materials easily accessible to students and avoid the disadvantages of an enormous central collection.

There are two other ways in which the physical facilities of the IMC tend to differ from those of the conventional library. The IMC needs an area for producing materials, which the library never required. In the IMC, students and teachers expect to find equipment and materials, as well as the proper facilities for making tape recordings, filmstrips, slides, and transparencies. This often means that there must be special rooms or areas in the IMC for handling these activities.

'Standards for School Media Programs' recommends a supportive staff of technicians and aides to assist the media specialists. The size and nature of this staff is a measure of the space they will need to do their work. Technicians may include a graphics technician (at least one in every school), a photographic technician, an electronics technician, and a television technician. Naturally, the number of technicians will depend on the size of the school, but 'Standards' calls for one full-time media specialist for every 250 students, and at least one technician and media aide for every professional. Media aides may be called on to do clerical and secretarial work such as typing, keeping records, sending notices, and

other tasks related to the circulation of materials. The production of materials in the media center, with the necessary staff, demands space and facilities beyond anything the library has had in the past.

Sometimes when IMC's add production facilities, they cease to be information centers. This has happened at Bossier City, Louisiana, where the schools' Educational Resource Center is primarily used to produce audio-visual materials for teachers (Nation's Schools, 1968). This ERC enables teachers to make 16-mm or 8mm films, to publish printed materials, to create television programs, and to record lessons on audio or video tape. During its first year of operation, the center produced over 13,500 transparencies, the best of which will be mass produced for the district's school libraries. Eventually, Bossier hopes to open the facilities to the center to students. Obviously, this is a production center rather than an information center, and as such, adds to the confusion of any discussion of the IMC.

The other way in which the physical facilities of the media center will differ from those of the library has to do with the space required for storing and using nonbook materials. Centers which meet the 1969 AASL standards will necessarily be large, as these standards require a minimum of 1,500 filmstrips, 500 8-mm films, 3,000 16-mm films, 3,000 disc or tape recordings, 2,000 slides, 1,000 art prints, 2,000 transparencies, as well as preview rooms, listening booths, and conference rooms. Shelving and cabinets for these nonbook materials may easily take up

as much space as the shelving needed for the minimum 10,000 volumes. There must be many individual study stations, or carrels, so that students can view films or listen to recordings without disturbing students who want to read, work with a teaching machine, or follow a programmed text. Many more electrical outlets in the floor, as well as along the walls, are essential. Built-in tape recorders, record players, and television receivers are becoming more common every day.

MATERIALS AND EQUIPMENT FOR THE IMC:

The equipment and materials required for a modern IMC are expensive. So it is not surprising that many conventional school libraries have not yet been turned into IMC's. But along with the cost of audio-visual equipment and materials has come the technological revolution. This has often made the move toward an IMC possible in spite of the relative expense, and it has greatly expanded the variety of materials available for use in the IMC. It has also reduced the space required by most equipment, through miniaturization, so that now there is room for it in the library or IMC.

Various standards have been adopted, which specify the amount of audio-visual equipment and materials needed for a sound educational programme. Several states, including California and Illinois, have prepared standards for school libraries within the past five years. These standards usually attempt to integrate or cover both print and nonprint materials.

They recognize the need to think of the library in new terms, as an instructional materials center rather than as a depository for books and periodicals.

After a four-year study, the California Association of School Librarians published its 'Standards for the Development of School Library Programs in California. (1967), in cooperation with the Audio-Visual Education Association of California. The previous standards of the Association had been published in 1955, without consideration of the significance of nonbook materials. The joint standards published by the library and audio-visual associations twelve years later show what had happened during the intervening period.

Unlike the 1960 ALA school library standards (American Association of School Librarians, 1960), the California standards adopted a three-phase approach, making it possible for school libraries to come up to the standards gradually. This step-approach to the problem is much more practical than the old 'all or nothing' choice. 'Standards' is primarily quantitative and concerns personnel, materials, and facilities. Our main interest here lies in the provision for audio-visual materials. 'Standards' encourages the use of microfilm, for instance, and then explains that "the widening range of individual differences and backgrounds among today's students makes it imperative for schools to provide a diversity of learning materials for classroom, library, and individual use. It is the responsibility of the school library to provide all types of materials in

the library collection." This statement of philosophy strikes at the heart of the instructional materials center concept.

The California standards also recognize the importance of microfilm, which is considered separately from audio-visual materials. 'Standards' points out that "microfilm is an excellent method of periodical back-file storage, and a method of preserving valuable source material." It further explains: "Quantitative standards for the size of the microfilm collection cannot be formulated precisely ... However, the collection should be extensive enough to meet the reference and research needs of students and faculty."

California's 'Standards' has been criticized for not integrating print and nonprint materials. Part One covers school library standards (personnel, materials, and facilities). Part Two discusses guide lines for audio-visual materials, and Part Three outlines the quantitative standards for audio-visual equipment for elementary and secondary schools. A plan is under way to revise and integrate all three parts. If this can be achieved, 'Standards' will contribute much more to the creation and evaluation of IMC's than it has so far. In its present form, 'Standards' lists nonbook materials and audio-visual equipment in terms of teaching stations; and a teaching station is a classroom rather than a library or IMC. So as the standards exist now, they are not as helpful as they might be.

Two years earlier, the Illinois Association of School Librarians published its 'Standards for School Library Programs in Illinois (1965).' As the subtitle explains, this also was "a plan for implementation in three phases." These standards are more integrated than the California standards, and include audio-visual materials and equipment as an essential part of them. 'Standards' covers four areas, instead of three - materials, personnel, quarters and facilities, and equipment. Illinois' 'Standards' also differs from California's 'Standards' in that it contains specific recommendations for implementation.

The statement on the use of nonprint materials in Illinois' 'Standards' is much more emphatic than that adopted by the California school librarians. Illinois' 'Standards' states that "the skillful teacher uses all types of instructional materials, both print and nonprint, for he knows that at times the printed word must be clarified through illustrations, diagrams, motion pictures, models, field trips, and the many other learning resources. He knows, too, that nonprint materials must often be interpreted through the printed or spoken word."

"Centralized audio-visual service," 'Standards' goes on to explain, "is essential to making materials readily available, to meeting needs promptly, and to dealing with the frequent curricular changes as they arise." It is assumed that this central location for all materials will be the IMC.

Besides emphasizing the importance of having all materials centrally organized, Illinois' 'Standards' also stresses the advantage of having a central card catalog which indexes all materials.

'Standards' contains a special reference to the listening and viewing area in the library. As 'Standards' explains: "space and equipment must be provided in the library for the listening and viewing activities of the students and teachers, since they constitute a natural part of library use." Although 'Standards' consistently refers to "the library", it can be seen that what is being described is an instructional materials center. In this same section, 'Standards' points out that "the library quarters (must) include sufficient space for the storage, distribution, and repair of audio-visual materials, and equipment, and for the utilization and production of materials by individual or by small groups of teachers or pupils." This refers to a practice which is becoming increasingly important in IMC's - the making of materials (e.g., audio tape recordings, transparencies, and even filmstrips) by students and teachers. More and more, as has already been indicated, the IMC in each school is looked upon as the logical place where individuals can produce their own materials. The IMC is becoming more than a resource center - in a small way, it is also becoming a production center. This is one more important difference between the IMC and the traditional library.

'Standards' sums up the recommendations for the listening and viewing area this way: "Good library service in relation to audio-visual

materials means easy accessibility to these materials on the part of their users, and housing facilities should expedite their use just as they expedite the use of printed materials."

The section on audio-visual equipment is an integral part of Illinois' 'Standards'. The philosophy behind the recommendations for audio-visual equipment is broad and flexible. "The listing of audio-visual equipment," 'Standards' declares, "must not be considered as rigid specifications because of constant innovations and improvements, and because of variation in utilization among individual schools and among different levels of instruction." The quantitative recommendations of the Illinois standards for audio-visual equipment are similar to those of California. In both cases the quantities suggested are given in terms of classrooms or buildings or teaching stations, rather than in terms of the IMC. Illinois recommends one 16-mm sound motion picture projector for each 300 students, or at least one located on each floor of each building. California asks for one projector for every six teaching stations, and one non-cartridge-type projector per school. These recommendations show the amount and kind of equipment considered necessary for the use of non-book materials.

The AASL's 'Standards for School Media Programs (1969)' sets the highest standards adopted by any group so far. Like the preceding California and Illinois 'Standards', it stresses the IMC approach, as indicated by its very title. These national standards clearly state:

... "the philosophy of a unified program of audiovisual and printed services and resources in the individual school is one that has continuously grown and been strengthened in the last thirty years. Given adequate financial support, this fusion of resources and services provides optimum service for students and teachers ... (For schools) that have separate audio-visual departments and school libraries, it is recommended that, wherever possible, these services be combined, administratively and organizationally, to form a unified program. New schools should start with a unified media center and program of services." This is simply a statement advocating the abolition of the school library as we have known it in the past, and urging the creation of an IMC or media center in its place.

'Standards for School Library Programs (American Association of School Librarians, 1960)' recommended the inclusion of audio-visual materials in the school library, but it still called it the school library, and did not suggest that the library and the audio-visual department should be fused into one center. This logical, and in many ways inevitable, development has taken place within eight years. The new national standards accurately reflect developments in the field.

With respect to materials and equipment, 'Standards for School Media Programs' is the most ambitious work that has appeared so far. In the area of audio-visual materials, the new standards recommend more films and filmstrips and recordings than ever before. Schools of 250 students or over should have 1,500 filmstrips, representing 500-1,000 titles, or 3 prints per pupil, whichever is greater. There should be 1.5

8-mm films per student, with at least 500 titles. There are no quantitative standards for 16-mm films, but it is recommended that each school have ready and unlimited access to a minimum of 3,000 titles supplemented by duplicates and rentals. Each school should have a collection of 3,000 tape or disc recordings, representing 1,000-2,000 titles, or 6 recordings per student. At least 2,000 slides (of all sizes and either teacher-made or commercially produced) and 1,000 art prints should be in each school. From this, it can be seen that the modern school and IMC which meet these standards will be well supplied with nonbook materials.

WHAT THE IMC DOES THAT THE LIBRARY CANNOT DO:

The success of the instructional materials center depends a great deal on the things it can accomplish that the conventional school library cannot. The traditional school library is chiefly of value to students who are skillful readers, who have learned how to obtain information when it is presented in print, and who can get by with whatever materials happen to be in the library at the time they visit it. These are rather severe limitations.

The IMC can do so much more. It can appeal to the student who does not respect books, but who sees the need for acquiring certain information. In the IMC he can get that information without having to go through books. Some students learn more from pictures than they do from print. The IMC, with its 8-mm films, filmstrips, transparencies, and study

prints, can help them. Some students must learn to listen carefully before they can begin to read well. The IMC, with its disc and tape recordings, and with its video tape recordings, has material to help them take the first step.

Always before, the value of the school library has been limited to students who could read or who liked books or who were able to use them effectively. The IMC has changed all this. It appeals to the non-reader as well as to the reader. A student doesn't have to be a good reader to get help from the library. Even if he is a poor reader, there is now a way, through audio-visual materials, for him to acquire the knowledge he wants.

In addition to its help to students who are not bookish, the IMC provides further help by pooling all the information in the district or area. For years, audio-visual centers have served all or many of the schools in a district, probably because the expense of their materials forced them to do this. It was simply too costly to have a film library in each school. The new instructional materials centers have adopted this policy of the old audio-visual centers. They naturally think of borrowing materials, of centralizing collections (up to a point), and of pooling materials so they can be used by as many people as possible. The dial access information retrieval systems in Beverly Hills and Oak Park are examples of this, carried one step further. Andre Malraux has claimed that photographs and art prints have created a museum without walls.

It is not limited to the materials which can be stored on its shelves. To be sure, the materials have to be stored somewhere, but that no longer needs to be the immediate library available to the student.

The instructional materials centers in Nova High School, Fort Lauderdale, Florida, have introduced a different variation of this special feature of the IMC. Each subject area complex at Nova High School - science, foreign languages, industrial arts, etc. - has its own instructional materials center. To avoid the unwanted duplication of materials which this arrangement might otherwise cause, microfilm and photocopy printer readers have been utilized. A student using the IMC in the industrial arts complex may discover that information he needs is in a science periodical housed in the IMC in the science complex. He can request the article in the industrial arts IMC, which then requests it, by telephone, from the science IMC. A printout of the article is then prepared and sent to the waiting student. In this way, material available in any IMC on the campus becomes a part of the resources of all other IMC's. The traditional library does not have this capability.

SERVICES OF THE IMC:

So far we have considered the IMC as a physical thing, a place where many kinds of educational media are stored and used and even prepared. But all of this is only the means to an end. The real goal is the program or the services which the IMC and the materials and equipment

in it make possible.

How do the services offered by the IMC differ from those of the traditional library? Many of these differences can be attributed to the greater variety of materials in the IMC. A resource center which supplies 8-mm films as well as books, and which has facilities for listening to recordings as well as for reading magazines, is bound to have different services from a place which stores and circulates books. The IMC is better equipped to take care of individual students pursuing their own studies. It has more materials and a greater variety of materials for them. It has study carrels, conference rooms, and preview and listening booths where individual students can isolate themselves to study in their own way, without interruption. This is a broader service than the traditional library can offer, and it is of value to a greater number of students.

The librarian has always worked closely with students and teachers. In the IMC, the librarian or media specialist works even more closely with students because of the emphasis on individualized instruction and because of the nature of the materials available in the IMC. Students using films and filmstrips and recordings need more guidance than students using books only. A student's knowledge of a subject may be much more sophisticated than his reading ability. If he has to rely on printed materials for further information, he may be seriously limited in what he can use. With nonprint materials, he is not bound by his skill in reading.

Through the use of a tape recording or filmstrip, he may be able to reach a higher level than he could ever hope to do through print. The librarian must be prepared to help each student do his best, through the use of whatever media will be most effective for him. It calls for a higher level of service, and a greater knowledge of materials and students' abilities than ever before.

The greater variety of materials in the IMC has pointed up the necessity for a larger staff. Consideration is now being given to the need for technicians, as well as for trained professional media specialists, in the IMC. The machines necessary to use many of the nonprint materials require constant care and attention. Motion picture projectors need repairing, record players need servicing, and teachers need technical assistance in preparing materials. One person cannot be expected to know about sources of information and also how to repair a tape recorder, or to be equally skillful in compiling bibliographies and preparing transparencies. So schools which can afford it, have started to employ both professional librarians and technicians.

THE FUTURE OF THE IMD:

We have seen how the instructional media center is different from the school library of ten or twenty years ago. We have examined some of the things which are being done in the IMC today, and which will make it still more unlike the school library we have known. But what of the IMC of the future? How will it differ from the resource

center many schools have worked so hard to achieve?

Some predictions have already been made about the kind of school library we will have in the next ten or twenty years. Present trends will undoubtedly continue during that time, and already we can see the direction they are taking.

The responsibility of the school library for circulating books for home use, and leisure or recreational reading, will probably disappear. This function will be served by paperback books which will be given to students, or for which no circulation records will be kept. A plentiful supply of paperback books will be available for the asking, and the library will not need to house thousands of books for recreational reading. Since the librarian will not have to keep track of these books, will not have to worry about whether they come back on time or not, they can be shelved anywhere in the school. They may be placed in the most convenient locations - in racks in the hallway, in classrooms, by lockers, or in the school cafeteria. Some schools have already begun to experiment with this method of surrounding students with books.

The reference function of the library will be taken over by computers, by dial access information retrieval systems, and by teaching machines. A small core of reference books, such as dictionaries and handbooks and encyclopedias, may still be desirable. But most of the factual information a student needs will be stored on magnetic tape. More information can be stored this way in less space, and recovered quickly

when the student requests it. For this reason, some authorities have predicted that the school library or instructional media center of the future will contain no books. Books for leisure reading will be located throughout the school, outside the library, and information will be stored on tape.

Project Discovery and Project Springboard, the first designed to gather research data and the second to apply research, have been aimed at demonstrating what happens when schools have a plentiful supply of audio-visual materials. Both projects give us some idea of the future development of the IMC. The first, Project Discovery, was initiated in 1964, sponsored by Encyclopedia Britannica Films and Bell and Howell. Four school districts were selected to participate in the project: Shaker Heights, Ohio; Terrell, Texas; the Inner-City Target Area Program, Washington, D.C.; and the Jefferson Elementary School District, Daly City, California (Muller, 1956). The purpose of the project was to test the effect of maximum availability of instructional materials on the curriculum, on pupil attitudes, achievement, creativity and motivation, and on teaching methods and techniques. For a three-year period, the entire film and filmstrip library of Encyclopedia Britannica (500 16-mm films and over 1,000 filmstrips) was placed in each of the schools, while Bell & Howell supplied a 16-mm projector and filmstrip projector, projection table, and screen in each classroom.

In Daly City, the project was used to develop what was considered a new kind of elementary school library. The resources in books,

films, filmstrips and other instructional media were readily available for individual and group use by teachers and students. They desired a library in which children would approach research problems through an integrated card catalog, one that would lead them to many and varied sources of information. It was to be a library with listening and viewing areas as well as reading, research, and storytelling areas. Finally, it was to be a library where children could check out for home use recordings, art prints, and filmstrips, as well as books.

Project Discovery succeeded in demonstrating that such a library, at the elementary school level, was feasible. Both pupils and teachers began using nonbook materials in interesting and creative ways. The card catalog was integrated, so that pupils could find all materials by going to one index. They took filmstrips home like books, to prepare for a report or simply to view with pleasure.

Project Discovery has had a far-reaching influence. It has shown what will happen when students, and teachers, have immediate access to many materials in the library and the classroom. Because of Project Discovery's success in audio-visual saturation, the state of Oregon launched Project Springboard in 1968 (Minear, 1968). Springboard differs from Discovery in several ways. It is a statewide demonstration project, started and supervised by the state department of public instruction. Its audio-visual saturation includes all media - records, tape recordings, transparencies and exhibits as well as films, slides, and filmstrips. Each school participating

in the project was equipped with an instructional materials center. Individual study carrels were installed and equipped for audio-visual use to encourage independent student use of materials. Students were trained in the use of equipment and licensed to operate projectors and recorders on their own. Overnight checkout of all audio-visual equipment and materials is permitted students with an operating license. In Project Springboard, student independence is encouraged through pairing of students into learning teams. The instructional materials centers are open one night a week for community use.

There are other differences between Project Springboard and Project Discovery. Springboard involves nine participating school districts, and is the only state-initiated and state-directed audio-visual saturation project in the nation. It draws upon 200 teachers and more than 4,000 students in eleven schools. And it calls on the services of many more equipment and materials dealers, including (beside Bell & Howell and Encyclopedia Britannica Films) Minnesota Mining and Manufacturing Co., Technicolor, Standard Projector, Technifax, Bailey Films, Churchill Films, Film Associates, and International Communications Foundation.

The important point is that teachers have discovered that there are three key aspects to the project: 1) Equipment is immediately available; 2) materials are instantly accessible in the building; 3) teachers have the option of prolonged and repeated use of the materials. These, of course, have been arguments in favor of the IMC

from the very beginning. This is why the IMC concept has caught on and spread so rapidly. As a reporter of Project Springboard has explained, "The key to success in the Springboard schools is the integrated use of all media, print and audiovisual. The existing library in each school was strengthened and connected to an instructional materials center. These centers provide a single, organized and coordinated source for all materials." (Minear, 1968) This is what the proponents of the instructional materials center concept have been saying for years. It is simply the best and the most effective means of bringing students and information together, in a way that makes learning fun and exciting. Projects Discovery and Springboard are forerunners of a movement that will no doubt dominate the media centers of the 1970s.

With the aid of an ESEA Title III grant, the Beverly Hills Unified School District initiated a dial access information retrieval system in its school libraries in 1967. By the spring of 1968, two of its four elementary schools had new libraries, equipped to take advantage of this system. Before the end of the 1968 school year, similar libraries had been constructed in the other elementary schools in the district. These libraries were built primarily to house books, but were wired into the central district office for the use of nonbook materials. Within each library are study carrels, furnished with record players, filmstrip previewers, and television receivers. At the end of each bank or row of carrels is a dial telephone, connected with the central office. Students can dial the district instructional materials center and request information which will be sent to them via closed-circuit

television. At the district office, this information may be in the form of a book or film or filmstrip or video tape recording. Upon dialing the central office, the student is directed to a carrel with a small television receiver. There he views the materials he has requested.

All this means that each individual school library can supply its students much more information than is contained within its four walls. A student has almost immediate access to any information within the entire district. This frees the individual school library from having to store a large bank of knowledge, but does not limit the student to material on the shelves in his own library. Although this service is expensive, many believe that it is the kind of service that will be provided by school libraries of the future.

By June, 1968, the Oak Park and River Forest High School, in Oak Park, Illinois, announced that it had installed the first "true random access" audio information retrieval system in the nation (Educational Technology, 1968). Eventually, it will take less than thirty seconds for a student to receive any one of two hundred and twenty-four recorded fifteen minute programs. The longest a student will have to wait is fifty-nine seconds. This is the first phase of a scheduled three-phase instructional resource center. Future phases will extend the system to include random access video instructional material and provide additional student carrels. Phase one included twenty-five student learning booths. From each booth a student may select any program in the master system. Each lesson is up to

fifteen minutes long, and lessons cover such subjects as business education, mathematics, science, foreign languages, English, and history. The system supplements rather than replaces classroom activities. All controls are push-button, as play, record, standby, rescue and clear. From each carrel, students can ask for assistance from the instructor at the control center.

One side effect of this development of the IMC has been the need to create special materials. District centers supplying information on call to individual students in the schools have had to buy or produce new materials to meet the students' demands. This has greatly expanded the pool of knowledge available to students, which in turn has encouraged them to call on the center for still more help. Previously, when a student couldn't find what he wanted in the library, he had to go elsewhere for it, or drop his search. With the use of computers and closed-circuit television, this is no longer true. And the burden it has placed on the district IMC is enormous. Help is coming from commercial publishers, and we can expect to see more of this in the years ahead. Encyclopedia Britannica (1968), for example, will soon publish a twenty-volume set entitled 'Annals in American History'. Schools which buy the set can then request parts or sections of it in multiple copies, at the price of a pamphlet or paperbound book. With the aid of a computer, Encyclopedia Britannica can rearrange, duplicate, and bind the material as requested, within a space of three or four weeks. This will be possible because the complete contents of the set will be stored on computer tape, recoverable in any arrangement desired.

Many other schools and districts are following the lead of Beverly Hills and Oak Park. In 1967, the Los Angeles City Schools announced the beginning of APEX (Area Program for Enrichment Exchange), an entirely new concept in pre-college training of high school students (Educational Equipment and Materials, 1967). Briefly, by means of various media, the project allows students enrolled in a participating junior or senior high school to take classes at one or more other high schools in the district. As Dr. Eugene Olson, Director of APEX, explained in this article: "A program of this scope and magnitude made it necessary for us to include various types of teaching aids. We are in for big changes in source materials. That is why it was advisable to discard the word 'Library', and change the name to 'Instructional Materials Center'." The machines used in the project include overhead and motion picture projectors, computers, and data processors. A microfilm library of source materials obtained from University Microfilms forms an important part of the project. Students work with complete runs of such periodicals as 'American History Review; American Journal of Sociology; Journal of Negro History,' and 'the Pacific Historical Review' on microfilm. The APEX microfilm library also contains 252 titles in the 'American Culture Series' a collection of books published in America before 1800. The project selected materials on microfilm because they were not available in any other form; because they were needed for independent study; and because they could be used to develop basic research skills that would be required in college. Soon the project will include computer-assisted instruction, with the use of video tape programs

and dial access information retrieval. The designers of the equipment claim that it will surpass anything now available in Beverly Hills or Oak Park.

There is little doubt that the IMC concept will become the dominant theme in the coming decade. Too much has been done to permit any turning back. Activity related to spreading the idea of the IMC has become feverish. A recent single issue of 'School Library Journal (September, 1968) demonstrates this clearly. In a report on a two-day institute preceding the ALA Kansas City Conference, SLJ summarized Mary Helen Mahar's study of students' evaluation of the school library under ESEA Title II. Miss Mahar, Chief of the U.S. Office of Education's Bureau of Elementary and Secondary Education, noted that students are "becoming perceptive about the variety and quality of the collection - and, occasionally, critical of their teachers' choices." One consultant, Miss Mahar said, "reported an incident in which a student told a teacher showing a filmstrip to his class, that there was a much better one on the subject in the library, and promptly went to retrieve it."

In the same issue it was announced that the Educational Research Council of America had prepared a 23-page booklet for librarians and administrators, outlining the organization and operation of an instructional materials centre. The booklet was designed to aid in planning new facilities, or reorganizing old; covered the basic concept of the IMC and its patterns of organization (the centralized, decentralized, and co-

ordinated IMC); and provided examples of operation, along with selected floor plans.

The School Library Journal now regularly reviews filmstrips, films, recordings, and audio-visual equipment, as well as hardcover and paperbound books. The editors recognize that nonbook materials are of the utmost importance to the news media specialist.

In the final analysis, the IMC is more than an extension of the traditional college library. It is true that to outward appearances it is sometimes little more than a library of books with some films, filmstrips, recordings, and transparencies. The addition of these audio-visual materials does broaden the scope of the library, but the significant thing is that they open the door to new services and to a new philosophy. With the aid of these nonbook materials, the librarian or instructional media specialist can offer help to every student in college. Students can pursue knowledge in several different ways, depending on their interests, abilities, and background. When the librarian and the student had to work with books and periodicals, and perhaps a small picture file, this was not possible.

The availability of nonbook materials has encouraged the growth and development of new services and new ways of presenting and absorbing information. Information stored in video tapes or on microfilm or disc recordings can be removed in a way that information in books cannot.

This difference has forced the librarian to see his work in a new light. It has brought him closer to the teacher and the student. It has made him look at their needs from a fresh point of view, and this has resulted in new services and in new ways of doing things. Together, all these changes have transformed the library into an IMC.

ADMINISTRATIVE ORGANIZATION

THE ROLE OF THE CHIEF LIBRARY ADMINISTRATOR:

The Chief Library Administrator should be a senior administrative officer of the College, and should report directly to the highest academic authority in the College (President). He should be a voting ex-officio member of the College body which formulates the educational policies and teaching programs of the College (Senate). He or his designate should be a voting ex-officio member of the Curriculum Committees of the Senate, and should be fully informed of the activities of other College bodies which are in any way connected with the activities of the Library. He or a delegated subordinate should represent the College in library matters whenever it is necessary to deal with any outside Loyola. And he should be an ex-officio member of, or be represented on all library committees within the College at whatever level.

RESPONSIBILITIES OF THE CHIEF LIBRARY ADMINISTRATOR:

The Chief Library Administrator is ultimately responsible

for providing for all planning of library policies, and for the execution of all responsibilities delegated to the library staff. He and his delegates should be the only university officers having the authority to spend college funds allocated for any library purposes.

TITLE OF THE CHIEF LIBRARY ADMINISTRATOR:

The Chief Library Administrator should be called Chief Librarian. The title of Librarian without qualification, should be avoided, in recognition of the fact that a large number of library employees have the professional and legal right to be called Librarian.

THE LIBRARY BOARD:

The Library Board, composed of representatives of the major users, serves as a two-way liaison between the users and the library administration. The Chief Library Administrator is ex-officio a member of such a committee, and other library staff should be represented. An ideal composition would be 4 students, 4 faculty, and 3 representatives from the library, including the Chief Librarian and one non-professional library employee. The students and faculty members of the Library Board should be appointed by Senate at the end of each academic year for the following year, and should be replaced at staggered intervals. Their term should not exceed three years.

The library representatives on the Library Board should be

appointed by the Chief Librarian and, apart from the Chief Librarian, should be replaced periodically.

The Chief Librarian should be responsible for convening the first meeting of the Library Board as soon as possible in the academic year. (Please note that the first meetings held by the Library Board in 1970-1971 and 1971-1972 were January 14, 1971 and November 16, 1971 respectively.)

Although the Library Board is exclusively an advisory body, it is the writer's candid belief that this is one of the best vehicles for positive change at Loyola's Library. It should concern itself with policies for the development of library resources for instruction and research. It should also interpret the needs of the users to the library administration, and, in turn, should aid in interpreting library policy to students and faculty. It is not enough to have dedicated people sitting on this committee. Remember the road to hell is paved with good intentions! Its members must be prepared to attempt in all ways possible, to see that the recommendations of the Library Board are adopted as policy as soon as humanly possible.

CENTRALIZATION OF ADMINISTRATION:

Although libraries may survive with varying degrees of geographic decentralization, none can do so without a well-defined administrative structure.

STATUTES ON THE LIBRARY:

Statutes which define the responsibilities and authority of the Chief Librarian and the place of the library in the college organization is recommended. They may often protect the Chief Librarian in the solution of difficult problems and enable him to withstand undesirable administrative changes. If soundly based, the rules will substantially strengthen the library's organization.

It is enlightened policy, also, to include the Chief Librarian and appropriate members of the library staff in college planning and curricular development; in nearly all cases, the library will be affected by decisions reached in these matters, and the Chief Librarian may be in a position to supply vital information.

CENTRALIZATION VERSUS DECENTRALIZATION:

Administrative:

The Chief Librarian should be ultimately responsible for all library collections and staff on the college campus, wherever they may be located.

Geographical:

Although in a well-structured library network, geographical decentralization has only secondary consequences as far as administration

of the library is concerned, these consequences are of a serious nature, and are both economic and educational in nature.

Economic factors to be considered include the necessity of the duplication of collections, an increase in staff needs, and duplication of building facilities.

Educational factors to be considered are the inevitable uneveness in quality and quantity of service offered, and in the length of hours open, the hampering of interdisciplinary study or research, the resultant lessening of the possibilities of a user's being exposed to a wide intellectual horizon, and the possibility of collections being developed along too narrow lines for the benefit of only a minor segment of the College community. On the other hand, improved service to the on-site clientele is a likely result.

A convenience factor is also involved, in which the convenience of the narrow specialist must be weighed against the time wasted by others in going from one library collection to another in search of needed material.

LIBRARY ADMINISTRATIVE COUNCIL:

The Chief Librarian should meet regularly with relevant personnel in an Administrative Council to establish policies in matters of budget, staff, buildings, collections and users. The Administrative Council should be clearly distinguished from the Library Board. The Chief Librarian

should serve as Chairman of this Administrative Council.

COLLECTION DEVELOPMENT SERVICES

BOOK SELECTION:

The first question to be asked is who is the clientele to be served, and the second is in what order are they to be served? In response, the library's policy regarding the nature of its collection should be mainly determined by the fact that Loyola College is an undergraduate institution with a primary commitment to excellence in teaching, and a subordinate commitment to scholarly endeavour on the part of its faculty. The library's collection must, therefore, be devoted primarily to the comprehensive support of the College's teaching programmes, and secondly to the support of the individual research of its faculty.

An acquisitions policy statement should be adopted as policy for the library, and duplicate copies for most books should be obtained.

ROLE OF THE STUDENTS, FACULTY AND LIBRARY STAFF:

Collection development as a responsibility of librarians is a

relatively new concept in university library organization. Book selection in North American libraries (in contrast to such selection in continental European libraries) has long been considered by both librarians and teaching faculty to be the responsibility of the latter, except for the most basic reference tools which the librarians almost always automatically added to the collection.

Clearly there are weaknesses in total faculty control of the selection process. Too often the flux of faculty appointments, resignations and retirements could be traced with considerable accuracy in the holding of the library. Some subjects have been supported with unnecessary emphasis, while others have been virtually ignored. Little planning for the future needs of the College has been possible, while any attempt at systematic qualitative evaluation of the total collection has been frustrated by the absence of any institutional rationale.

At present the departments are allocated about two-thirds of the money available for book appropriations. A generally sound principle is to set aside about one-quarter of the total book budget for grants to departments (faculty and students) and to retain three-quarters of the book budget in a general unassigned fund. The general fund would cover the expense of periodical subscriptions, binding, large sets, reference works, bibliographies, duplicates, books for general reading and research collections.

READERS' SERVICES AND USE

CIRCULATION:

Statistics on the use of libraries is relatively incomplete because much consultation of open-shelf collections is unrecorded. In spite of this, recorded circulation gives an indication how the library's resources are used.

If home-use exceeds reserve-use figures, there is more independent study being done because students borrow books because they want to read them, and not because of rigid class requirements. During the year, approximately 15,000 reserve books were used, while books taken out amounted to about 75,000 volumes.

A minimum per capita use of 50 is a reasonable figure, and last year at Loyola, our per capita use was 16, with our full time equivalent enrolment of 5,767 students.

RESERVE BOOKS:

Last year at Loyola College there were 3,500 items on reserve, and approximately 50% of them were used not more than once. It is obvious that the reserve book plan is not working satisfactory, and steps should be taken to rectify the problem.

Pedagogically superior to either the text book or reserve book

method is independent work and study on the part of the student. To be successful, the independent study concept requires that the student have some training in how to make efficient use of books and libraries.

As the poor contribute more than their share toward the cost of higher education for the rich, it is time to make university training more accessible to lower income groups. One method to alleviate some of the cost would be to make it mandatory that all required readings be placed on reserve in order to eliminate situations which discriminate against the poor, such as the one described in the June 27, 1972 edition of the Montreal Star (Appendix A).

LIBRARY SCHEDULE:

At present the main library's hours are Monday to Friday, 8:00 a.m. to 11:30 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 2:00 p.m. to 6:00 p.m., for a total of 89 1/2 hours per week. Sunday's hours should be extended from 10:00 a.m. to 6:00 p.m., and full service should be provided on Saturday to assist our Evening Students who are unable to make use of the library's facilities during the week.

During examination time, there should be areas of study available twenty-four hours a day, although not necessarily in the library itself.

STUDENT AND FACULTY LOANS:

At present, students are allowed to borrow five books for a period of two weeks, and faculty are allowed ten books for one month. Students should have the same privileges as the faculty, and be able to take out ten books for one month. Books borrowed by both students and faculty should be subject to recall after two weeks if required by another borrower.

During a recent survey, there was 75 overdue student loans and 300 overdue faculty loans at the library. Fines are levied on students only, however, and this is a most unfair practice. Either fines should be abolished completely, or both students and faculty should pay the same fines for keeping books overdue.

LIBRARY HANDBOOK:

The current library handbook supply will be depleted this year, and a new one with up-to-date information should be prepared for next year. Not more than one year's supply should be printed at one time, since the library is constantly undergoing change.

Included in the new handbook should be the following:

1. List of names and positions of the professional staff;
2. Library hours;
3. Library location;
4. Library floor plans;

5. How to borrow a book;
6. Loan rules;
7. Services;
8. Resources;
9. Regulations;

PHOTOCOPYING:

One of the purposes in installing a photocopying machine is to reduce the mutilation of library materials. It would seem reasonable then that the photocopy machine be easily accessible. Unfortunately, such is not the case at Loyola College. To photostat an item from the Vanier Library, you have to go and register at the circulation desk, upon which you are given a pass to get by the guard at the exit. The photostat machine should be brought into the main section of the library so students are able to operate the machine without getting a pass to do so.

SUGGESTIONS:

Suggestion boxes and suggestion slips should be displayed prominently in the public service areas of both libraries. Their functions should be described on the boxes themselves, as well as in the library handbook. And anyone who leaves their name and address with a suggestion should receive a reply from the library.

SERVICES TO THE COMMUNITY:

While Loyola College library's primary obligations are to its own students and faculty, its services and resources should also be available within reason to the public.

ORIENTATION:

1. Introduction

Because of some teaching methods, it is possible to study and get a degree without using the library. Whether or not this is done intentionally is beyond the scope of this work. The important thing to remember is that it is in the student's own best interest to learn how to use the College library.

2. Orientation Librarian

One of the most worthwhile investments Loyola could possibly make, would be to hire a competent orientation librarian. All of his time would be devoted towards familiarizing the student with the library. Some of his functions could be as follows:

1. be accessible to students when required;
2. represent the library at registration (perhaps he could hand out library handbooks);
3. secure implementation of suggestions from students for improving the library;
4. be in constant touch with faculty, library board and the Education

Department of the L.S.A.;

5. prepare and supervise correction of the Library Experiences;
6. prepare a new Library Handbook;

3. Library Experience

The Library Experience is a basic guide to lead students through the generally recognized "ideal" information-gathering steps in a library. It is completed in conjunction with a student's term paper, thus allowing the student to learn by doing. A student should not be asked to complete one unless there is a research paper involved.

Each experience is checked by the Orientation Librarian. No grades are given; factual errors are corrected; comments and suggestions are added.

Richard Dewey, formerly of the Sir George William's University Library, has designed several library experiences. They are so well done we have included one with this report. (Appendix B) Over 1,100 Library Experiences were completed last year at SGWU. And although they were not popular with the students at the beginning of the year, by the end of the year students were appreciative of the benefits derived from completing a Library Experience.

SECURITY:

Over 3,000 books are either misplaced or stolen each year

from the library. Some ways to reduce this loss are providing a night depository for books when the library is closed; requiring users of the library to leave their overcoats in the coatroom; having the guards make a thorough search of people and their belongings when they leave the library, and introducing severe penalties for anyone caught mutilating or stealing library material.

INTER-LIBRARY LOANS:

At present, Loyola's students require a letter of authorization to borrow a book from another academic library. Such is not the case for Sir George William's University students who want to borrow books from Loyola's library; therefore it seems fitting that reciprocal arrangements be made for our students at the Sir George William's University library.

STUDENT GUIDES TO REFERENCE RESOURCES:

Student Guides in the various subjects offered at Loyola College should be prepared by the Reference Librarian, and made available in the library. We have included a Student's Guide to Reference Resources for Political Science prepared by McGill University to give you an indication of what a resource guide is. (Appendix C)

PHYSICAL FACILITIES

READER SPACE:

Each department in the College should provide a room for students to use as a study area. Professors receive certain books free from publishers and perhaps they could each provide a few books, as reference material, for these rooms. No talking should be permitted, and during exam time, some of these study areas could be open twenty-four hours a day.

BOOK SPACE:

There is an acute shortage of book space in the Drummond Science Library, and this should be rectified immediately. Temporarily some additional space should be obtained in the Drummond Building.

NOISE:

One of the most frequent complaints from students concerning the library is the problem of noise. Fortunately, the library acquired some funds and were able to carpet the most-used floor space this summer. This should help to reduce the noise level. Some other changes would be of benefit, such as:

1. carpet the remainder of the floor space;

2. partition off with glass, the reference librarian, the circulation area, the entrance, the card catalogue, and the stairwell on all three floors;
3. cover the roof with some kind of sheeting to cushion the noise of the rain;
4. display numerous "Silence" posters in a variety of languages throughout the libraries;
5. completion of the Student Union in order that students have a particular place on campus to socialize;
6. have the librarians enforce the 'no talking' regulations in the reading areas;

TEMPERATURE:

Another often-heard grievance about the library is the regulation of heat. Last spring, a thermometer was brought in by some students, and the temperature recorded on the second floor was 90 F.^o This is hardly conducive to good study habits. Apparently the heating of the library is in the experimental stage, but the Maintenance Department should be made aware of this problem, and attempt to correct it at once.

BUILDING PROGRAMME:

Considering the lack of space in the Drummond Science

Library, it is time the College embarked upon a building programme.

The following checklist of factors is recommended for consideration in planning future library development:

1. Educational goals of the institution, and methods of instruction employed (including various levels of teaching and research to be served by undergraduate curricula laboratories, to meet graduate students or research needs, etc.);
2. A definition of the library function (what is to be included, and what need not be considered);
3. The number and kinds of special facilities and equipment which must be provided (identified in terms of subjects, media forms, formats, clientele, and/or intended use);
4. Amounts and kinds of integrated versus decentralized-media use facilities (e.g. multi-media carrels versus group listening or viewing rooms)
5. Degrees of administrative centralization versus decentralization to be afforded by the library system (through branches, in resource center, by using satellite library arrangements);
6. Production and reproduction responsibilities (by whom? in what amounts? at what costs? to serve what purpose?);
7. The degree and nature of automated services (intended to help management, to provide information storage and retrieval services, to assist instruction and research. Who is to use the automation - individuals, classes, groups, et al?);

8. Such considerations as integrated versus separate cataloguing of various forms of materials; staffing patterns and budget arrangements; planned growth rates; special communication facilities; possibilities for cooperation with other agencies and institutions;
9. Particular spaces, furnishings and equipment (needed for materials and equipment storage; maintenance and repair; office activity, individual and group study and use of library resources; previewing; conference work; displays);
10. Lighting and ventilation (incandescent, fluorescent ultraviolet; window drapes and blinds; plans for use of microtext; dimming controls; air-conditioning requirements; special humidity and temperature regulators; need for dark rooms);
11. Communication control systems (centralized and/or remote; one-way or multi-way; dial access audio and/or video; computer access and display mechanisms; individual browsing facilities for use of audio-visual media; loudspeakers versus use of headphones; special communication equipment needs);
12. Reproduction services (graphic, photographic, electronic production);

The day has now arrived when it is no longer useful to talk much about planning or construction of university library buildings as if these were independent units. The future does not really encourage such efforts. Insofar as the words "library" and, indeed, "librarian" still have meaning, they represent a heritage from the past which recalls performance of functions without which civilizations could not have developed or endured - that is the

preservation and distribution of recorded knowledge. But today there are tasks which call for a broadening diversity of arts, skills, and intellectual talents not demanded previously and for maintenance of new and changing facilities which will permit rapid production, distribution, and use of a very wide range of modern communications technology.

Once the terms "library" and "librarianship" are acknowledged to represent functional concepts rather than specific realities, it becomes easier for those made responsible to proceed with designing of facilities to provide optimum communication and information services. But let it be recognized at the outset that such facilities may not, in the future, look like the traditional libraries of which universities have been so proud. Plan no more buildings for library use. Library space is an anachronistic concession to the past which we can no longer afford.

STUDENT AND FACULTY VIEWS ON LIBRARY SERVICE

WHAT IS A STUDENT?

A student is the most important person on our campus. A student is not an interruption of our work - he is the purpose of it. We are not doing him a favour by serving him, he is doing us a favour by giving us the opportunity to do so. A student is not dependent on us, we are dependent upon him; he is not an outsider to our halls of learning, he is part of them. A student is not a cold statistic, he is a flesh and blood

human being with feelings and emotion, biases and prejudices. A student is not someone to argue or match wits with or turn over to some other office. A student is a person who brings us his wants; it is our job to handle him with courtesy and friendliness - else why are we here? (Reprinted from the University of Calgary Faculty Gazette)

STUDENT VIEWS:

Bearing the preceding paragraph in mind, one of the most effective ways of finding out what should be improved upon in the library is to take a survey of student opinion. It might be worthwhile to circulate a questionnaire annually. Some of the questions could be as follows:

1. Is the library too crowded?
2. Are you satisfied with the temperature?
3. Does the noise bother you?
4. Are you happy with the staff?
5. Do you think the library should be open longer hours?
6. Do you think the book collection is adequate?
7. Do you think the periodical collection is adequate?
8. Do you think the audio-visual material is adequate?
9. If you feel library needs more funds, in what areas of the College should spending be reduced?
10. Do you think the library needs a better orientation programme?
11. Do you think there should be more duplicates of books?

12. What other changes would you like to see in the library?
13. Do you use the library?

FACULTY VIEWS:

Faculty should also be asked for their views on the library because they have usually had an opportunity to use many different libraries and should be in an excellent position to evaluate the quality of our library.

FINANCIAL SUPPORT

STANDARDS FOR FINANCIAL SUPPORT:

The Canadian Association of College and University Libraries recommended the following levels of support:

1. Ten percent of the institutional operating budget should be considered a minimum for the ordinary operation and development of established libraries, in universities with well established curricula.
2. New institutions, and others which are undertaking new programmes, should raise their library expenditures to considerably more than ten percent of the institutional operating budget until the necessary library services are established.
3. An established institution, before adopting a new programme, should ensure that the proposers of the programme have included in their initial

estimates of cost, an allowance (arrived at in consultation with the library administration) to provide the library service (books and staff) necessary to the success of the programme, and further, if the required service is extensive, that a lead time of two years be allowed between establishment of the budget and enrolment of the students.

PER CAPITA EXPENDITURES:

A reasonable level of support would be a minimum of \$150 per capita. Loyola College, for the year 1972-1973, has a full-time equivalent enrolment of 6,307 students, thus library expenditures should amount to \$943,050.

COMPARISON FIGURES:

To give you an indication of how much money is allocated to Loyola's Library in relation to the other academic institutions in this country, we are including the latest figures available from Statistics Canada. (Appendix D)

* Three evening students equal one day student

RESOURCES FOR STUDY AND RESEARCH

STANDARDS FOR BOOK COLLECTIONS:

According to the Canadian Association of College and Libraries, there should be seventy-five volumes per full-time student. This means that for the year 1972-1973, Loyola's Library should house 473,025 books. It should be noted that this figure applies only to undergraduate students, and a minimum of 200 volumes per student is required for post-graduate students.

Mere size does not guarantee a great library, or even a good one. The volumes should be useful, i.e. relevant to the teaching programme, existing or potential.

One way to determine the potential usefulness of the collection is by using a table of potential usefulness factors, applied to categories of books, but not to individual volumes attempting to qualify the value of existing library holdings from the point of view of intellectual content and date of publication. (Appendix E) Although the suggested values are arbitrary, they are not more so than any other grading system descending from useful (1) to almost useless (1/8).

In addition to the obsolescent factor (or, in the Humanities, the use factor) a scatter factor should be taken into consideration whenever collections are deposited in branch libraries. The potential usefulness of a volume should be reduced by 1/8 whenever it is located outside the main library.

ANNUAL GROWTH:

A steady increase is essential to any good academic library, without which its holdings become obsolescent and lose their interest and value. A reasonable standard is the addition of five volumes per year, per full-time student. Applying this figure to Loyola's current enrolment would mean an acquisition of 31,135 volumes this year, just to keep the Library from becoming out of date.

PERIODICALS:

Periodical literature is basic in virtually all fields in the modern world. Without them, any university library is seriously handicapped.

The recommended standard for the size of a university periodical collection with the equivalent of Loyola's full-time enrolment is 3,734 periodicals. (Appendix F)

Not all the periodicals have to be scholarly and care should be taken when ordering microfilm copies that the Canadian edition, if available, be obtained.

REFERENCE WORKS:

Most fundamental of all publications to a good college or university library are the bibliographies, dictionaries, encyclopedias, yearbooks, biographical and statistical publications, and similar works

which go to make up a library's reference collection. In 1967; a list of 188 basic reference books, an "Opening Day Collection" was prepared for Canadian academic libraries. Loyola College reported 95 titles or only fifty percent of those reference books required.

BILINGUALISM:

When Governor General Vanier opened the Vanier Library, he expressed a hope that there would be an equal number of French volumes as English. If we felt that man was worthy enough to name our library after him, it seems only fitting that we attempt to promote his aspirations for the French language, and become a truly bilingual library.

REFERENCES

1967 Resources of Canadian Academic and Research Libraries
 by Robert B. Downs; Association of Universities and
 Colleges of Canada,
 Ottawa

1969 Library Trends
 Edited by David C. Weber

1971 Trends for the Seventies
 by Canadian Association of College and University
 Libraries,
 Montreal

1971 Advances in Librarianship
 Edited by Melvin J. Voigt,
 Seminar Press, New York



Mrs. Patricia Deschamps in her Van Horne Avenue apartment with her five children, Marlene, five; Manon, six; Danny, seven; Chantal, six; and Jo-Anne, eight.

Staff photos by Gerry Davidson and Allen Lehman

Woman's determination not enough

Welfare bars college door

APPENDIX A

Woman's Determination Not Enough

WELFARE BARS COLLEGE DOOR

by Ken Whittingham

Everyone knows you can improve your lot in life if you really want to.

Success stories about people who pull themselves up by the bootstraps are in the newspapers all the time. They're stubborn types usually - people who refuse to be intimidated by a system that always seems to be working against them.

Patricia Deschamps was a woman like that. Three years ago she decided to finish her high school education.

Living on welfare for the previous 14 years might have crushed most people. Pat was separated from her husband and had five children to care for.

But she was determined. Baby-sitting services were provided three nights a week by a volunteer agency, and, sure enough, Pat Deschamps got her high school leaving certificate - just like in all the stories.

Not satisfied, Mrs. Deschamps decided she'd try for a college degree. Ambition can conquer any obstacle, she thought.

That was last September.

Look of Defeat

Today Mrs. Deschamps is a changed woman. Interviewed yesterday in her Van Horne Avenue apartment, she looked very much like a 17-year veteran of the welfare system. Her eyes had the look of a defeated boxer who'd just stepped out of the ring.

Mrs. Deschamps' dream of getting a college education was shot down in flames last December when she discovered welfare recipients aren't entitled to student bursaries from the department of education.

Tuition at Dawson College is free, but the cost of textbooks for four courses is exorbitant for a woman who must support a family of five on welfare assistance.

Mrs. Deschamps receives a monthly allowance of \$132 for food and clothing, and an extra allotment of \$15 to \$20 for utilities. Her \$95 rent is paid separately by Outremont welfare officials.

"The financial aid people at Dawson took out a \$75 bank loan to cover my expenses for the first term," Mrs. Deschamps said, "and they were really good about everything."

Unable to pay back the loan, she sought help from welfare officials in the city of Montreal, and several social agencies. They all turned her down.

When she moved to Outremont in May she got the same story - as long as she remains a welfare recipient she is not eligible for a bursary.

"It's an either-or situation", she said. "Some of the students I met at Dawson paid their expenses through bursaries and part-time jobs. Others are forced to go on welfare."

If Mrs. Deschamps were single, she could look for a job to help pay for her studies. "With a family," she said, "I'm stuck."

"Everybody reacted as if I was crazy. Their attitude was that with five kids, I was being very unrealistic to even consider getting a degree.

I tried to argue that I was really serious, but it didn't get me anywhere."

Personal improvement and intellectual development are noble goals, but when Mrs. Deschamps was forced to withdraw from Dawson College, they seemed like platitudes.

What had she learned? A smattering of psychology, political science, English and the humanities - and a great deal about "the system" she said.

People told Mrs. Deschamps she should spend her time doing something "useful" like taking Manpower retraining courses.

"They wanted me to learn to type; as if I could support my family as a part-time typist. And even if I could", she said, "who'd take care of the kids five days a week?"

With Jo-Anne, Danny, Marlene and the twins, Manon and Chantal, clamoring around her feet, Pat Deschamps seemed dejected and frustrated. She cannot understand why she is being denied what seems perfectly logical to her.

"Who's got the problem?" she mused. "Is it me, or is it society?"

The Montreal Star,

June 27, 1972.

Page 1.

APPENDIX B

LIBRARY EXPERIENCE

Orientation Office
Library
Sir George Williams University

1. This is a Library Experience. It is not a test. It involves learning how to use some of the basic search techniques and bibliographical tools that you will need to know in order to begin research on your term paper.
2. The answers require complete bibliographical citations. You should purchase Research Guide at the University Bookstore. In it you will find all of the correct bibliographical citation forms.
3. The S.G.W.U. Library brochure is available at the various public service desks in both libraries. It will assist you in locating the various research sources and library services; basic library and bibliographical terms; and library rules.
4. In the Reference area of the Main Library there are aids that will give you some assistance. There is a taped recording explaining the use of a periodical index and an audio-visual show demonstrating the use of a card catalogue.
5. All sources that you will use are located in the Reference area of the Main Library.
6. REMEMBER. There is always a Reference Librarian available to assist you.

Name _____

Class _____ Section _____

Research Topic _____

LIBRARY EXPERIENCE

1. Encyclopedias

Use an encyclopedia for general background reading on a subject. Multi-volume sets usually include an index volume. You should always begin your search for information in the index.

Encyclopaedia Britannica Ref AE5 E363

Encyclopedia Americana Ref AE5 E48

International Encyclopedia of the Social Sciences
Ref H41 I5

Encyclopedia Canadiana (No index volume) Ref F5011 E6

Use one of these encyclopedias and look for background material that will assist you in your research topic.

Title of Encyclopedia used _____

Subject heading (term) used in the index volume? _____

The article is in volume number _____

Is there a bibliography at the end of the article? _____

(You should look in the card catalogue to see if the library has any of the books listed in the bibliography).

HOW TO USE THE CARD CATALOGUE

THE CARD CATALOGUE IS AN ALPHABETICALLY ARRANGED INDEX TO BOOKS KEPT IN BOTH OF THE LIBRARIES. IT IS DIVIDED INTO TWO SEPARATE SECTIONS: AN AUTHOR-TITLE CATALOGUE AND A SUBJECT CATALOGUE.

AUTHOR-TITLE CATALOGUE

CONSISTS OF CARDS FOR ALL WORKS BY PERSONAL AND CORPORATE AUTHORS AND EDITORS AS WELL AS TITLES.

EXAMPLES

INDIVIDUALS AS AUTHORS

Artaud, Antonin, 1896-1948.
Chaput, Marcel, 1918-
Huxley, Aldous Leonard, 1894-1963.
Lawrence, David Herbert, 1885-1930.
Lenin, Vladimir Il'ich, 1870-1924.

CORPORATE BODIES AS AUTHORS (INCLUDES GOVERNMENT BODIES, ASSOCIATIONS, FIRMS, POLITICAL PARTIES, CONFERENCES, ETC.)

American Mathematical Society.
Canada Dept. of Indian and Northern Affairs.
Germany (Federal Republic, 1949-) Laws, statutes, etc.
Historical Society of Ghana.
United Nations. Economic and Social Commission.

TITLES

Cold mountain.
Deutschunterricht.
Measure for measure.
Prison, probation, or parole?
Solitary rambles and adventures of a hunter in the prairies.
Le syndicalisme et les bibliothecaires.
Trois contes.

SUBJECT CATALOGUE

CONSISTS OF CARDS WITH CAPITALIZED SUBJECT HEADINGS FOR ALL WORKS ABOUT PERSONAL AND CORPORATE AUTHORS, TOPICAL SUBJECTS AND POLITICAL JURISDICTIONS AS SUBJECTS.

EXAMPLES

INDIVIDUALS AS SUBJECTS (INCLUDES WORKS OF THESE INDIVIDUALS AS SUBJECTS)

ALBEE, EDWARD, 1928-
FLAUBERT, GUSTAVE, 1821-1880. TROIS CONTES.
O'NEILL, EUGENE GLADSTONE, 1888-1953. THE ICEMAN COMETH.
PETER, SAINT, APOSTLE.
SHAKESPEARE, WILLIAM - BIBLIOGRAPHY.

CORPORATE BODIES AS SUBJECTS (INCLUDES GOVERNMENT BODIES, ASSOCIATIONS, FIRMS, INSTITUTIONS, POLITICAL PARTIES, ETC.)

CANADIAN ASSOCIATION OF COLLEGE AND UNIVERSITY LIBRARIES
FREE-SOIL PARTY
JOHN BIRCH SOCIETY
NEW DEMOCRATIC PARTY (CANADA)
STANDARD OIL COMPANY
U.S. DEPT. OF STATE

POLITICAL JURISDICTIONS AS SUBJECTS (WORKS ABOUT COUNTRIES, STATES, PROVINCES, CITIES, ETC.)

BENIN, NIGERIA (PROVINCE) - HISTORY
CANADA - HISTORY
LONDON - HOTELS, TAVERNS, ETC.
MONTREAL - POLITICS AND GOVERNMENT

TOPICAL SUBJECTS

ARGENTINE POETRY - 20TH CENTURY - HISTORY AND CRITICISM
EUROPEAN WAR, 1914 - 1918
INDUSTRIAL RELATIONS - CONGRESSES
MUSIC - INTERPRETATION (PHRASING, DYNAMICS, ETC.)
PUBLIC LAW - CANADA

SUBJECT

PQ CAMUS, ALBERT, 1913-1960
671 Ullmann, Stephen, 1914-
U4 The image in the modern French novel: Gide, Alain-
Fournier, Proust, Camus. Cambridge Eng.: University
Press, 1960.
314 p.
"Sequel to ... Style in the French novel, published
in 1957."
Includes bibliography.

SEE ALSO
RELATED
SUBJECT
HEADINGS

1. French fiction - 20th century - History and
criticism. 2. Gide, André Paul Guillaume, 1869-1951.
3. Fournier, Alain, 1886-1914. Camus, Albert, 1913-
1960. 5. Proust, Marcel. 1871-1922. I. Title.

AUTHOR

PQ
671 Ullmann, Stephen, 1914-
U4 The image in the modern French novel: Gide, Alain-
Fournier, Proust, Camus. Cambridge Eng.: University
Press, 1960.
314 p.
"Sequel to ... Style in the French novel, published
in 1957."
Includes bibliography.
1. French fiction - 20th century - History and
criticism. 2. Gide, André Paul Guillaume, 1869-1951.
3. Fournier, Alain, 1886-1914. 4. Camus, Albert, 1913-
1960. 5. Proust, Marcel. 1871-1922. I. Title.

TITLE

The image in the modern French novel: Gide, Alain-
Fournier, Proust, Camus
PQ
671 Ullmann, Stephen, 1914-
U4 The image in the modern French novel: Gide, Alain-
Fournier, Proust, Camus. Cambridge Eng.: University
Press, 1960.
314 p.
"Sequel to ... Style in the French novel, published
in 1957."
Includes bibliography.

1. French fiction - 20th century - History and
criticism. 2. Gide, André Paul Guillaume, 1869-1951.
3. Fournier, Alain, 1886-1914. Camus, Albert, 1913-
1960. 5. Proust, Marcel. 1871-1922. I. Title.

2. Card Catalogue

a) Subject section

Find the subject headings in the card catalogue that are most appropriate to your research topic. If you have trouble finding the appropriate terminology in the subject catalogue, ask for assistance at the Information Desk. What subject headings did you find in the subject card catalogue? List at least two. Do not list titles.

b) Author/Title section

This is to be completed after you do the exercise on the *Essay and General Literature Index* (No. 3).

Look in this section of the card catalogue for the book that includes the essay you located in *Essay and General Literature Index*. If the library has this book, you will find it listed under the title as well as the author or editor.

Is the book of essays in the library? _____

Give the complete bibliographical information:

Author or editor _____

Title _____

Publisher _____

Place of publication (city) _____

Date of publication _____

Number of pages _____

Call number

You will need it to
locate the book on the
shelf in the stacks

Note location symbols above call number:

Ref - Reference Room

Index - Index tables, Reference Room

Govt Doc - Government Documents Room

M/F or M'Film - Microform: Government Documents Room

Per - Periodical Current issues: Periodicals Room

Previous years: Stacks, 6th floor

SEE
SAMPLE
CATALOGUE
CARDS
←

3. Essays

You may not be able to find what you want in the card catalogue or the topic you are researching may be so popular that all of the books on the subject may be already checked out. It is at this point you can turn to essays.

The *Essay and General Literature Index* is a guide to essays. It is located on the index tables in the Reference Room. *Index AI 3 E8*

It is arranged by subject. If, for example, you are researching a paper on ecology: find the heading in the *Index* and choose one essay appropriate to your topic.

An example of the information as it appears in the *Index*:

ECOLOGY

*Crook, J. H. The nature and function of territorial aggression. In Montagu, A., ed. *Man and aggression.* p. 141-78.*

Subject heading you used in the *Index*? _____

Author of essay _____

Title of essay _____

Title of book that contains the essay (follows word In)

Editor or author of book of essays _____

Page numbers of the essay _____

Now look in the author/title section of the card catalogue to see if the library has this book of essays (section 2b).

4. Periodical Indexes

These are the indexes to periodicals that you will need to use to find the most current information on a topic. Note that the terms "periodical", "journal" and "magazine" are used interchangeably.

For instructions on how to use these indexes, you should listen to the tape recording which is located near the entrance to the Reference Room.

The indexes are located on tables near the Reference Desk.

There are five general indexes with which you should be familiar:

<i>Canadian Periodical Index</i>	<i>Index AI 3 C2</i>
<i>Readers' Guide to Periodical Literature</i>	<i>Index AI 3 R4</i>
<i>Social Sciences & Humanities Index</i>	<i>Index AI 3 I5</i>
<i>British Humanities Index</i>	<i>Index AI 3 B7</i>
<i>Public Affairs Information Service (P.A.I.S.)</i>	<i>Index Z 7163 P8</i>

There are also periodical indexes in specific subject areas, for example, *Art Index* and *Business Periodicals Index*. Ask the Reference Librarian for the index most appropriate to your research topic.

4. Periodical Indexes (cont'd)

An example of the information as it appears in an index:

WOMEN

Are women necessary? S. Repo Sat N 84:28-31 Ag '69

Here's what it means:

WOMEN - Subject heading

Are women necessary? - Title of article

S. Repo - Author

Sat N - Title of periodical - Saturday Night

84 - Volume number

28-31 - Pages

Ag '69 - Date

Note the use of abbreviations. Abbreviations are used extensively in all library reference books. They are usually listed at the front of the index volume.

Use one index and give the complete bibliographical citation for an article appropriate to your research topic. Find an article published after 1960.

Title of periodical index used _____

Subject heading used _____

Author of article _____

Title of article _____

Title of periodical (complete title, not abbreviation) _____

Volume number _____ Pages _____

Date of publication (month and year) _____

4. Periodical Indexes (cont'd)

Next you will need to find out if the S.G.W.U. Library has the periodical you want to read. Today there are so many periodicals published that no one library can afford to have all of them.

The *Serials Holdings List* (two volumes) is an alphabetical list of all periodicals and serial publications in the SGWU Libraries. It is located on the tables opposite the card catalogue.

An example of an entry in the *Serials Holdings List*:

Per	<i>Journal of the History of Ideas</i>	
B1	V. 1-9, 1940-48**	
J75	10-, 1949-	
↑	↑	
Call number	On microfilm	Bound and in the stacks

This entry also indicates that the Library has a continuing subscription by the use of the dash (-) following the volume number (10-) and year (1949-). Previous years are bound and in the stacks; current issues are in the Periodicals Room.

Is the periodical you want listed in the *Serials Holdings List*? _____

Does the Library have the volume you want? _____

Is it in the original format? _____ or microform? _____

What is the call number? _____

Symbols used in Serials Holdings List

PER	- Shelved with Periodicals
Gov't Doc.	- Shelved with government documents
M/F	- Shelved with Microforms
*	- Located in Science-Engineering Library
**	- Holdings on microform
//	- Periodical has ceased publication

SUBJECT HEADING

SUB-HEADING

Ref

CAMUS, ALBERT, 1913-1960 - BIBLIOGRAPHY

Z

S1.13.8

Roeming, Robert F.

R63

Camus: a bibliography. Compiled and edited by Robert F. Roeming. Madison, University of Wisconsin Press, 1968.

298 p.

SPECIFIC

1. Camus, Albert, 1913-1960. - Bibl. I. Title

Ref

FRENCH LITERATURE - BIBLIOGRAPHY

Z

2171

Langlois, Pierre, of Paris.

L17

1968

Guide bibliographique des études littéraires [par]
Pierre Langlois [et] André Mareuil. 5. éd. Paris,
Hachette [1968]

294, xxxiii p.

GENERAL

1. French literature - Bibl. I. Mareuil, André. II. Title

6. Bibliographies

You will want to know what has already been published on the topic you are researching. These publications are listed in bibliographies. Bibliographies are appended to encyclopedia articles, books, and periodical articles. They are also published as individual books.

Bibliographies are listed in the subject card catalogue as a sub-heading of the subject you are searching.

For example:

Ecology - Bibliography

Pollution - Bibliography

Canada - History - Bibliography

You will be looking for information on a specific topic. For example, you may want to see a list of publications about Albert Camus. If the library has a bibliography on Camus it will appear in the subject card catalogue:

Camus, Albert - Bibliography

However, you may have to begin your search using a more general subject heading:

French Literature - Bibliography

or

French Drama - Bibliography

In one of the bibliographies listed under these subject headings, there is a section on 20th century literature or drama and it will include a list of critical works about Camus.

Find a bibliography on your research topic.

What subject heading did you find in the card catalogue?

- Bibliography

Author or editor _____

Title _____

Call number

9. Book Reviews

You might find it useful to read a review of one of the books you are reading in conjunction with your research.

In order to locate a book review that has appeared in a periodical or newspaper, you must first have the exact year of publication, author and title. Four indexes that list the periodical in which a book review was published.

Book Review Digest Index Z 1219 B6

Book Review Index Index Z 1035 A1862

Canadian Periodical Index (Listed under "Book Reviews", followed by the author's name)
Index AI 3 C2

Index to Book Reviews in the Humanities Index Z 1035 A1I63

Use one of these indexes. They are arranged on the periodical index tables by years. Look in the volume for the year the book was published. You may need to look in the volume for the following year. If there is a review, it is listed under the author's name. The bibliographical information is listed in the same way as in a periodical index.

Look for a book review of one of the books you are reading for your research topic.

Which index did you use? _____ Year? _____

List one of the reviews you read:

Name of author of the book _____

Title of book _____

Date of publication of the book _____

Periodical title in which the review was published
(complete title; not the abbreviation) _____

Volume number _____

Date of publication (month and year) _____

Page numbers _____

Remember, in order to find out if this periodical is in the library, you will have to check the *Serials Holdings List*, located on the periodical index tables.

APPENDIX C

McLennan Library
McGill UniversityReference Department
1972A STUDENT'S GUIDE TO REFERENCE RESOURCES FOR POLITICAL SCIENCE

The following list of books has been compiled to introduce students to the reference resources of Political Science and to suggest useful bibliographic tools to facilitate literature searches. As the list has been limited to general works, readers who are interested in specific political topics or area studies are advised to use the subject catalogues and bibliographic guides (Bibliography, I, 1-6).

CONTENTS

	PAGE
SUBJECT CATALOGUES	2
List of basic headings	
GOVERNMENT DOCUMENTS	2
BIBLIOGRAPHY	2
I. GUIDES	2
II. ENCYCLOPEDIAS AND DICTIONARIES	3
III. DIRECTORIES AND BIOGRAPHICAL DICTIONARIES	4
IV. BIBLIOGRAPHIES AND INDEXES	5
A) Periodical Indexes	5
B) Political Science Indexes and Bibliographies.....	5
C) Related Bibliographies	6
POSTSCRIPT	7

SUBJECT CATALOGUES

Library of Congress (L.C.) and Cutter (C.C.)

Always check first under the most specific heading.
It should be noted that the headings in the two catalogues are often different,
e.g.:

1) Geographic Areas: In L.C. - Name of country - Politics and government

C.C. - Name of country - Politics. Name of country -
Constitutions and Government

2) Constitutions: L.C. - Name of country - Constitution

C.C. - Name of country - Constitution and Government

3) Political Parties: L.C. - Political Parties - country

C.C. - Name of country - politics

N.B.: For specific parties look under their full name e.g. Conservative
party see Progressive Conservative Party, Canada.

4) Statistics: L.C. - Political Statistics

C.C. - Name of country - Statistics
- Yearbooks

5) Methodology: L.C. - Political Science - Methodology
C.C. - Political Science

Other useful headings which are the same in both catalogues.

1) Comparative Government

2) Political Psychology

3) Political Doctrines - under the appropriate terms - e.g. Socialism,
Liberalism

4) Type of Government - under Democracy, Dictatorship, etc.

5) Legislative Procedure - under country - name of political body,
e.g. Canada - Parliament

6) Theory of State - under State, the.

7) Machinery of Gov't. - Under Politics, Practical

GOVERNMENT DOCUMENTS

Government Publications are an important source of material for Political Science. The Government Documents Department, 2nd floor, McLennan Library has a collection of over 500,000 documents, which have special indexes and bibliographies not mentioned in this guide. The Department also has its own card catalogue not duplicated in the main card catalogues. McGill is a depository for (i.e. receives all documents from) the following agencies: Canadian Federal Government, Quebec Provincial Government, the United Nations and the European Economic Community. In addition representative collections from the other provinces, the United States and Great Britain, and small collections from various countries, are maintained.

BIBLIOGRAPHY

I. GUIDES

1. Black, Clifton. The Literature of Political Science. N.Y., Bowker, 1969.
Z7161.B83 Ref.

Arranged partly by form and partly by subject. Long
analytical and descriptive annotations.

2. Holler, Frederick L. The Information sources of Political Science. Santa Barbara, Calif., American Bibliographical Centre, 1971. Z7161.H6 Ref.

Arranged by subject and form. Good annotations. Contains not only reference works and bibliographies but also important texts and surveys for each subject grouping. Useful for allied subjects as well as political science.

3. Harmon, Robert B. Political Science; a Bibliographic Guide to the Literature. N.Y., Scarecrow, 1965. Z7161.H27 Ref.

_____. Supplement. Metuchen, N.J., Scarecrow, 1968. Arranged by subject. Very broad coverage of both reference and general books. Short annotations.

4. Wynar, Lubomyr R. Guide to Reference Materials in Political Science. Denver, Colorado Bibliographic Institute, 1966. Z7161.W9. Ref.

Emphasis on reference books and bibliography. Arranged by form. Good coverage for allied disciplines. Short annotations.

5. Mason, John B. Research Resources; Annotated Guide to the Social Sciences. Santa Barbara, Calif., 1968 Z7161.M36 Ref.

Vol. 1. International Relations and Recent History; Indexes, Abstracts and Periodicals.
An excellent annotated interdisciplinary guide to the social sciences. The author is a political science professor and his subject is stressed. Includes exceptional coverage of journals which may be used as reference resources.

6. White, Carl M. ed. Sources of Information in the Social Sciences. Totowa, N.J., Bedminster Press, 1964. ZWH.W58 Ref.

Chapter 8 - Political Science
A bibliographical essay on available sources. An annotated bibliography appears at the end of the essay. Useful as a general introduction, but somewhat outdated.

II. ENCYCLOPEDIAS AND DICTIONARIES

1. International Encyclopedia of the Social Sciences. N.Y., Macmillan, 1968. 17 vols. H40 A215 Ref.

Expert concise articles, 180 dealing directly with Political Science. Bibliographies follow each article. Detailed index in vol. 17. Useful for general information on a subject leading to specific research.

2. Dunner, Joseph ed. Dictionary of Political Science. N.Y., Philosophical Library, 1964. J.5D91 Ref.

Good general dictionary with short signed articles under each entry.

3. Back, Harry, et al.

Polec; dictionary of politics and economics. 2nd ed. Berlin, de Gruyter, 1967. H40.P6 1967 Ref.

English, French and German.

There are many other dictionaries and encyclopedias covering political science, some general and some on specific aspects. For a representative listing of these, see Brock (1) pp. 99-102, Harmon (3) pp. 45-46 & Suppl. pp. 21-22, & Wynar (4) p. 85, 142-148.

III. DIRECTORIES AND BIOGRAPHICAL DICTIONARIES

The Reference Department has many Who's Who, both national and international, and biographical dictionaries which will provide relevant information on people both living and deceased. Below are some biographical sources, relating specifically to Political Science, and some directories where information maybe found on countries, constitutions: organizations, etc.

1. Europa Yearbook. London, Europa Publications Ltd., 1959- JN1 E85
Latest in Ref.

Vol. I International Organizations and Europe.
Vol. II Africa, the Americas, Asia, Australasia.
Arranged by country - includes under each (a) Introductory surveys (b) statistical survey - Economics, Industrial, Agricultural, etc. (c) The Constitution - division of power, etc. (d) the Government - all major officials, ministries, etc. (e) Diplomatic representation - other states in that country. (f) Political Parties - address, official publications, etc. (g) Judicial system (h) Religious System (i) The Press - Newspapers and periodicals (j) Publishers (k) Radio and Television (l) Finance - Banks, stock exchange, Insurance cos. (m) Trade and Industry, (n) Transport (o) Tourism (p) Universities. Other information given depending on country.

There are three companion volumes to Europa Yearbook of a similar nature but going into much greater detail for the areas that they cover. These are:

2. The Fast East and Australasia, 1969 - DS4 F3x Latest in Ref.
3. The Middle East and North Africa, 1964 - DS49 M52 Latest in Ref.
4. Africa South of the Sahara. 1971- On order.
5. Current World Leaders. L.A., Llewellyn Publications, 1970- JA51 C87x
Ref.
Pt. 1. Almanac. Lists by country officials in government, agencies, and government organizations.
Pt. 2. Biography and News. Contains biographies on new leaders (three or four per issue), condenses a complete recent speech, and a list by country of important events related to the executive and international affairs.
6. Biographical Directory of the American Political Science Association.
5th ed. Washington, American Political Science Association, 1968. JA28 A56 Ref.
Biographical sketches of approximately 12,000 members of the APSA. Appendices list member by field of interest and by locale.
7. Statesman's Year Book. London, Macmillan, 1864- JA51 S7 Latest in Ref.
Europa (1) type information, though more concise. Good for United Kingdom and Commonwealth. Useful Reference bibliographies for each country. Some coverage of International Organizations.
8. International Yearbook and Statesmen's Who's Who. London, Burke's Peerage, 1953- JA51 I57 Latest in Ref.
Alphabetical section by country giving brief information of Europa (1) type followed by an extremely useful biographical section of major figures (not so much information as current World Leaders (5) but far greater coverage.

IV. BIBLIOGRAPHIES AND INDEXES

A) Periodical Indexes

1. Readers' Guide to Periodical Literature. N.Y. Wilson, 1900-
AI3.R48 Index Stands

Complete author and subject index of approximately 200 English language general periodicals (e.g. Newsweek, Time, etc.).

2. Social Science and Humanities Index. N.Y., Wilson, 1916- AI3.S6
(formerly AI3.I5) Index Stands.

Same type of index as Reader's Guide (2) but covers the more scholarly journals (e.g. American Political Science Review. Political Science Quarterly). Indexes 175 English language periodicals.

3. IBZ. Osnabrück, Dietrich, 1965- AI9.I5 Ref.

International index of approximately 8000 periodicals from many countries. Primarily useful for non-English articles not covered in other indexes. Previously in two parts (1) German language, 1860-1964 and (2) other languages, 1900-1964. German subject headings with "see" references from English and French equivalents.

B) Political Science Indexes and Bibliographies

1. International Bibliography of Political Sciences. Chicago,
Aldine, 1952- Z7163.I64 Index Stands.

Extremely important. Comprehensive coverage of books, pamphlets, book reviews and articles in 1000 journals. Classified arrangement with author and subject indexes. Each vol. covers one year and there is usually a two-year time lag.

2. International Political Science Abstracts. Oxford, Blackwell,
1951+ JA36.I5 Index Stands.

Covers 100 English and foreign language journals. Abstracting is selective (i.e. not all articles in these titles are listed). Subject and author index. 6-9 month delay.

3. A.B.C. Pol. Sci., Advance Bibliography of Contents: Political
Science and government. Santa Barbara, Calif., American
Bibliographical Centre, Clio Press, 1969-

An up-to-date awareness service which lists title pages of 260 political sciences and related journals showing each article in that issue. Also useful retrospectively by virtue of annually cumulated subject and author indexes to the articles. Intended to continue American Political Science Review, (4)

4. American Political Science Review. Washington, American Political
Science Association, 1906- JA1.A6 Stacks.

A section entitled "Selected Articles" in each issue of this journal from 1906-66. This bibliography was classified by broad subjects.

. Cumulative Index to the American Political
Science Review: vols. 1-57, 1906-1963. Evanston, Ill.,
Northwestern University Press, 1964.

Computerized keyword index to 2,600 articles. There is a separate author listing.

5. Royal Institute of International Affairs. Index to Periodical Articles, Boston, G.K. Hall, 1964. 2 vols. AI3.R6 Ref.

Indexes articles in periodicals received by the library between 1950 and 1964. Intended as a supplement to the standard indexes, all entries are arranged by a special classification, explained at the beginning of vol. 1. Emphasises a geographical and political organization approach subdivided by subject. The index is selective.

C) Related Bibliographies

1. P.A.I.S. Bulletin. N.Y., Public Affairs Information Services, 1915+ Z7163.P9 Index Stands.

Includes books, government documents, reprints and a selective index to more than 1000 periodicals. Subject index only. Extremely important for Political Science.

2. London Bibliography of the Social Sciences. London, London School of Economics, 1931-2 4 vols. Z7161 L84

Supplements 1936+ (various dates)
Extensive subject bibliography (emphasis on economics and Political Science) - International scope including books, pamphlets and documents - notes whether item includes bibliography.

3. Bibliographie der Sozialwissenschaften. Gottingen, Vanderhock & Ruprecht, 1905-43, 1950+ Z7163.K85 Ref.

Good coverage of political science. German language emphasis, though good international coverage. Author and subject indexes each year. Reference has 1905-1943. 1950+ On order.

4. Fondation Nationale des Sciences Politique. Bibliographie courant d'articles de periodiques posterieurs à 1944 sur les problemes politiques, économiques et sociaux. Boston, G.K. Hall, 1968. 17 vols.

Suppl. v. 1. 1968+ A17 F6 Ref.

Indexes approximately 25,000 periodical articles per year. It is arranged by country with numerical division indicating subjects (It is important to read the introduction in vol. 1 to make full use of this arrangement). For each article the reference is made followed by an abstract in French describing the content of the article.

5. Bulletin Analytique de Documentation Politique, Economique et Sociale contemporaine. Paris, Presses Universitaires de France, 1946- Z7163 F7 Ref.

Reference has 1964+
Selective indexing of approximately 2,000 periodicals International, brief abstracts. Emphasis on European journals, often minor ones not covered elsewhere.
Classified arrangement by subject and then by country.
Poor index.

6. Current Contents: Behavioural, Social and Management Sciences. Philadelphia, Institute for Scientific Information, 1970+ Education Library.

Similar to ABC (14) but covering 700 titles in the Social Sciences - useful for allied disciplines, strictly political science material is duplicated in ABC (B,3).

7. American Behavioural Scientist. Beverley Hills, Calif., Sage Publications, 1957- H1.A472 Stacks.

"New Studies" Section gives brief abstracts from over 300 journals and significant new books. Highly selective attempting to present the best works - emphasis on behavioural and methodological literature in political science and related disciplines. Good current awareness service.

POSTSCRIPT

The Reference Area contains many subject bibliographies: on people (e.g. Marx), their ideas (e.g. Marxism) and on political philosophies, concepts and systems (e.g. Communism). These may be found through the Subject Catalogues.

Other Students Guides e.g. Economics
Statistics
Latin America
Africa
Caribbean

Philosophy etc. are available from the Ref. Department. A supplement to this guide relating to Canadian Political Science and Government is in preparation.

TABLE 3. University and College Libraries, Academic Year 1968-1969 - Current Operating Expenditures

TABLEAU 3. Bibliothèques des universités et des collèges, année scolaire, 1968-1969 - Frais ordinaires d'exploitation

Institution and province	Personnel costs	Library materials	Binding and repair	Other	Total operating expenditure of library	Total institutional operating expenditure	% for library	Library expenditure per full-time student	Enrolment in full-time equivalent(1)
Institution et province	Frais de personnel	Matériel de la bibliothèque	Reliure et réparations	Autres	Ensemble des frais d'exploitation de la bibliothèque	Ensemble des frais d'exploitation de l'institution	% pour la bibliothèque	Frais de bibliothèque par étudiant à plein temps	Nombre d'étudiants en termes d'étudiants à plein temps(1)
<u>Newfoundland -- Terre-Neuve</u>									
Memorial, St. John's	338,000	504,222	23,778	69,000	935,000	9,000,000	10.4	163.06	5,734
<u>Nova Scotia -- Nouvelle-Écosse</u>									
St. Francis Xavier, Antigonish	111,858	98,625	8,000	-	218,483	4,378,000	5.0	69.69	3,135
Xavier College	49,000	44,000	1,700	-	94,700	..	..	111.02	853
Collège Sainte Anne, Church Point	12,266	6,239	-	-	18,505	..	..	97.39	190
Dalhousie, Halifax	703,474	629,139	55,376	128,559	1,516,548	16,534,000	9.2	364.73	4,158
Mount Saint Vincent	45,691	25,662	3,321	700	75,374	..	..	99.31	759
N.S. Technical Col.	51,895	38,715	2,000	2,170	94,780	2,093,671	4.5	185.12	512
King's College	15,836	14,573	1,000	940	32,349	..	..	165.05	196
St. Mary's	143,420	116,982	4,318	3,300	268,020	2,875,000	9.3	133.94	2,001
Acadia, Wolfville	119,556	64,100	2,215	7,587	193,458	4,067,000	4.8	90.32	2,142
N.S. Agricultural College, Truro	-	5,500	500	-	6,000	..	..	37.97	158
<u>New Brunswick -- Nouveau-Brunswick</u>									
Collège de Bathurst, Bathurst	36,409	10,210	270	1,028	47,917	816,436	5.9	..	..
New Brunswick, Fredericton	394,486	423,093	18,621	117,175	953,375	9,122,023	10.5	166.64	5,721
Univ. de Moncton, Moncton	136,916	293,373	3,000	-	433,289	..	..	130.31	3,325
Mount Allison, Sackville	105,043	127,930	5,164	7,221	245,358	3,031,000	8.1	172.18	1,425
<u>Québec</u>									
Bishop's, Lennoxville	79,458	91,549	6,000	8,654	185,661	2,120,000	8.8	184.19	1,008
Collège de Maisonneuve, Montréal	46,527	26,544	1,596	389	75,056	1,700,000	4.4	43.97	1,707
Collège Marie-de-France	-	-	-	-	1,800	..	..	12.95	139
McGill	1,777,971	591,862	95,139	182,115	2,647,087	48,095,000	5.5	169.44	15,623
MacDonald College	166,406	53,000	8,000	15,196	242,602	..	..	110.47	2,196
Université de Montréal:									
Bibliothèque centrale	1,241,851	634,207	48,000	147,874	2,071,932	39,406,000	5.3	176.56	11,735
École Polytechnique	99,270	110,502	7,518	1,867	219,157	1,200,000	18.3	119.56	1,833
École des Hautes Études Commerciales	160,000	65,000	8,000	6,000	239,000	..	..	98.56	2,425
Jean-de-Brebeuf	55,510	9,531	2,304	6,945	74,290	..	..	70.89	1,048
Loyola	200,850	135,500	8,000	12,000	236,350	..	..	71.56	4,980
Sainte-Marie	210,965	146,307	12,000	33,802	403,074	5,036,610	8.0	108.03	3,731
Sir George Williams	650,564	440,098	20,566	133,114	1,244,342	13,923,970	8.9	108.17	11,504
Université Laval, Québec	1,459,328	652,852	25,000	221,347	2,358,527	24,185,232	9.8	169.69	13,899
Collège Militaire Royal, St. Jean	49,200	32,500	3,550	..	85,250	3,790,000	2.2	228.55	373
Université de Sherbrooke, Sherbrooke	465,485	352,050	-	37,370	854,905	12,972,190	6.6	182.48	4,685
<u>Ontario</u>									
McMaster, Hamilton	784,573	752,215	44,367	91,818	1,672,973	31,000,000	5.4	222.44	7,521
Queen's, Kingston	863,750	696,914	51,662	147,152	1,759,478	21,284,503	8.3	226.85	7,756
Western Ontario, London:									
Main Library	1,243,487	1,102,794	63,890	1,044	2,547,215	35,292,359	7.2	245.54	10,374
Huron College	20,250	21,200	1,550	2,800	45,800	..	..	84.81	540

King's College .....	.. 1,91	18	400	..	31,118	..	91.79	339
Brescia College .....	.. 1,90	1	..	..	16,000	..	48.48	330
Carleton, Ottawa	791,37	707,316	53,402	154,37	1,704,353	14,761,034	221.66	1,698
Université d'Ottawa	646,003	663,604	48,478	..	1,408,085	..	183.13	7,689
Université Saint-Paul	110,000	60,000	10,000	10,000	190,000	..	289.63	656
Trent, Peterborough	207,888	292,000	15,728	39,819	555,435	4,116,000	13.5	470.31
Lakehead University, Port Arthur	206,000	325,000	22,000	64,000	617,000	5,714,000	10.8	303.34
Brock, St. Catharines	176,943	151,526	12,388	30,668	371,525	4,263,866	8.7	268.06
Laurentian, Sudbury	215,737	265,838	21,613	33,498	536,686	4,500,000	11.9	198.04
Canadian Memorial Chiropractic College, Toronto	2,000	3,500	200	..	5,700	..	27.94	2,710
University of Toronto:								204
Main Library	3,357,531	1,716,076	197,372	596,553	5,867,532	..	255.91	22,928
Departmental libraries	562,662	307,935	18,078	40,997	929,672	..	..	..
The Ontario Institute for Studies in Education	317,686	89,000	5,472	24,178	436,336	9,298,344	4.7	..
Erindale	118,815	103,373	10,294	8,893	241,375	1,780,015	13.6	..
Scarborough	154,148	101,289	12,069	14,804	282,310	..	..	..
St. Michael's	95,533	77,851	7,171	7,561	188,116	2,125,159	8.9	88.23
Trinity	50,068	16,355	761	3,738	70,922	1,118,240	6.3	91.04
Victoria	230,373	52,031	3,102	14,755	300,261	2,508,055	12.0	117.61
York	897,747	1,278,990	49,733	73,550	2,300,020	..	275.65	2,132
University of Waterloo, Waterloo	709,257	809,612	27,647	67,545	1,614,061	22,500,000	7.2	8,344
St. Jerome's	18,635	10,258	571	..	29,464	341,869	8.6	8,712
Waterloo Lutheran	143,112	110,399	7,089	17,027	277,627	3,577,000	7.8	412
..	..	..	..	..	..	..	71.11	3,904
Manitoba								
Brandon University	93,463	67,878	4,999	12,158	178,198	..	136.68	1,306
University of Manitoba, Winnipeg:								
Main Library	795,344	598,773	53,350	47,762	1,495,229	39,220,088	3.8	118.20
St. Boniface	14,545	8,691	..	..	23,236	180,000	12.9	12,650
St. John's	18,593	7,509	1,085	1,486	28,673	141,820	20.2	129.09
St. Paul's	19,610	16,869	2,358	860	39,697	..	79.43	180
University of Winnipeg	95,367	106,137	8,373	..	209,877	3,206,000	6.5	361
Mennonite Brethren Bible Col.	11,000	3,500	250	250	15,000	..	53.72	739
..	..	..	..	..	..	..	68.34	3,071
..	..	..	..	..	..	..	133.93	112
Saskatchewan								
Campion College, Regina	8,920	2,689	1,072	1,151	13,832	334,432	4.1	42.04
Regina Campus	414,330	334,491	35,971	16,441	800,239	8,422,117	9.5	329
University of Saskatchewan, Saskatoon:								180.40
Main library	721,102	506,818	41,033	86,673	1,355,626	22,564,000	6.0	4,436
St. Thomas More	18,382	8,620	1,675	1,579	30,256	..	122.22	11,092
..	..	..	..	..	..	..	40.94	739
Alberta								
Mount Royal Junior College, Calgary	42,931	34,404	7,91	..	85,256	..	109.72	777
University of Alberta, Edmonton	1,702,426	1,326,318	139,899	167,898	3,336,541	43,415,000	7.7	195.83
Camrose Lutheran Junior College, Camrose	5,021	2,650	..	270	7,941	488,923	1.6	17,038
Red Deer Junior College, Red Deer	34,222	52,152	400	1,939	88,113	605,817	14.6	60.16
University of Lethbridge, Lethbridge	182,969	201,773	5,534	31,808	422,084	2,948,570	14.3	132
..	..	..	..	..	..	..	313.47	283
..	..	..	..	..	..	..	348.25	1,212
British Columbia -- Colombie-Britannique								
Trinity Junior College, Langley	5,925	3,000	..	1,150	10,075	..	42.69	236
Notre Dame, Nelson	55,256	47,425	1,147	9,141	112,969	1,165,580	9.7	546
University of B.C., Vancouver	1,949,238	998,414	111,506	359,000	3,418,158	42,902,763	8.0	206.90
Royal Roads, Victoria	27,740	26,000	1,600	..	55,340	..	161.29	21,193
Selkirk College	39,000	47,140	1,000	8,000	95,140	1,224,000	7.8	264.78
Victoria University	696,495	843,762	46,698	81,324	1,668,279	11,165,573	14.9	209
..	..	..	..	..	..	..	236.67	402
..	..	..	..	..	..	..	325.96	5,118

(1) Twenty-five per cent of part-time credit enrolment is counted as full-time enrolment and added to full-time enrolment, except in the case of Sir George Williams University where 40 per cent is used. The resulting total is divided into total operating expenditure of the library (column 5) to produce library expenditure per full-time student (column 8). -- Vingt-cinq p. 100 des étudiants à temps partiel sont comptées comme étudiants à plein temps et ajoutées à ces derniers, sauf dans le cas de l'université de Sir George Williams, où l'on compte 40 p. 100. On divise par le nombre ainsi obtenu le montant des frais d'exploitation (colonne 5) pour arriver aux frais de bibliothèque par étudiant à plein temps (colonne 8).

.. Figures not available. -- Chiffres indisponibles.
- Nil or zero -- Néant ou zéro.

AREA OF KNOWLEDGE	DATE OF PUBLICATIONS			
	Pre 1800	1800 - 1900	1901 - 1951	1951 -
HUMANITIES	3/4	1	1	1
SOCIAL STUDIES	1/2	3/4	1	1
SCIENCES	1/8	1/4	1/2	1

APPENDIX F

RATIO OF PERIODICAL SUBSCRIPTIONS TO STUDENT ENROLMENT

<u>TOTAL STUDENT POPULATION</u>	<u>NO. OF PERIODICAL TITLES</u>
1,000	1,000
2,000	1,500
3,000	2,100
4,000	2,600
5,000	3,100
6,000	3,600
7,000	4,100
8,000	4,600
9,000	5,100
10,000	5,600
11,000	6,200
12,000	6,700
13,000	7,250